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ABSTRACT

Career education stresses the importance of increasing the individual's awareness of the world of work, expanding career horizons, and helping students make realistic choices among various adult roles. Career interest inventories are intended to broaden a student's awareness of job requirements and to bring to their attention occupations that would expand their career options. The popularity of career interest inventories has stimulated publishers to glut the market with a bewildering array of instruments. The purpose of this report is to assist the local school district in its sorting-out process. Users of this report will be able to review the test descriptions to find those career interest inventories which seem to come closest to meeting their needs, and then be able to examine the actual documents provided for review by the publisher. This report contains reviews of twenty-three commercially available interest inventories together with recommendations as to which ought to be considered for purchase. Also included in this report are indexes of publishers' names and addresses and an index of test titles grouped by intended grade levels. The appendixes contain a glossary of terms, an annotated listing of interest inventories which were not reviewed in the text, an annotated listing of career awareness and development measures, and an annotated bibliography of references to tests and assessment devices appropriate for use with young children. (Author/MV)

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Career Education Interest Inventory Assessment

by

Ellyn S. Bloomfield

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December 1976

Prepared for

Wayne County Intermediate School District
Wayne, Michigan

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INTRODUCTION

Career education, as an integral part of any school system, involves teachers, administrators, community representatives, counselors and hopefully, even students. It should provide an articulated set of experiences through which the student learns about and prepares for multiple adult roles.

One of the underlying and central assumptions of career education, operating as it does within a democracy, is the right of an individual to choose and prepare himself for a working career. Thus, career education stresses the importance of increasing the individual's awareness of the world of work, expanding career horizons, and helping students make realistic choices among various adult roles. Career interest inventories have become invaluable tools in assisting this educational process.

The popularity of career interest inventories has stimulated publishers to glut the market with a bewildering array of instruments. The purpose of this report is to assist the local school district in its sorting-out process. The analyses provided will permit comparisons even if superficial similarities are great. Users of this report will be able to review the test descriptions to find those career interest inventories which seem to come closest to meeting their needs, and then be able to examine the actual documents provided for review by the publisher.

This report contains reviews of twenty-three commercially available interest inventories together with recommendations as to which ought to be considered for purchase. It is our hope that this appraisal of the validity and reliability of an inventory, coupled with copies of the original test for examination by local authorities, will make the task of selecting an inventory for use a relatively easy one.

Also included in this report are indexes of publishers' names and addresses and an index of test titles grouped by intended grade levels. The appendixes contain a glossary of terms, an annotated listing of interest inventories which were not reviewed in the text, an annotated listing of career awareness and development measures, and an annotated bibliography of references to tests and assessment devices appropriate for use with young children.

Uses of Career Interest Inventories

Career interest inventories are intended to broaden a student's awareness of job requirements and to bring to their attention occupations that would expand their career options.

Originally, interest inventories were thought of as a way of conveying information to students at the time of career-choice decisions. Career choice was thought of as an event at a single point in time and the inventory was designed to assist in making such a choice at that critical decision point. Today, however, career decisions are viewed as part of a process that begins very early in a child's development and continues throughout life. Career education programs emphasize these developmental aspects and are designed to promote career awareness of a full range of career options. Avoidance of sudden, pressured commitments at a time when a decision must be reached can be achieved through early awareness of career opportunities and the exploration of self in relation to careers.

Interests are a pervasive part of a person's personality and an important guide to behavior. The goal of interest measurement is to provide prople with information that will help them identify potentially satisfying careers. The link between interests and satisfaction is a basic theme of vocational psychology: congruence between an individual and the environment lead to job satisfaction.

Interest inventories stimulate career exploration which will lead students to discover new things about themselves and the world of work. Appropriate use of these inventories may lead to exploration in totally new areas, especially for women. With the aid of these measures, guidance counselors can help transform such information into action.

Effective use of interest inventories are not without problems, however. There are two dominant and somewhat conflicting rationales guiding interest measurement: (1) by measuring the degree of similarity between a person's likes and dislikes and those of people in a number of jobs, one can conclude that the person will likely be most satisfied in the job for which the similarities are the greatest, and (2) by measuring a person's likes and dislikes for common activities similar to those required on a job, one can

conclude that the person will probably be most satisfied in the job requiring activities similar to those which the person now most likes to do. The first rationale relies heavily on a stable socialization process and is tied very closely to the past, while the activity-similarity rationale relies on activities required on a job rather than the people who happen to be in the job.

These elements raise special problems in the 1970s. First, interest measurement has predominantly been developed by, for, and about men; interest conceptions have been based on data about men's interests. The methodology has arisen out of interest measures on men and these measures have been validated primarily on men. Secondly, interest measurement has depended on a relatively stable set of work related values, with few changes in the socialization process during an individual's working career. Therefore, we must examine interest measurement approaches in light of the growing number of women seeking work in non-traditional areas and with an eye to changing work values.

We are now in a situation in which many basic questions about validity of interest inventories cannot yet be answered completely or well. There are two possible courses of action: stop using interest inventories until more is known about changing attitudes toward work (which would avoid possible wrong predictions as well as eliminate any possible positive role inventories might play) or continue to use inventories but take whatever actions are necessary to minimize the possible negative effects.

In order to maximize positive and minimize negative effects of interest inventories, we must implement these measures as stimuli to career exploration in the career guidance process--the process which provides a person with career experiences of various types and with information about self and careers, and emphasizes the importance of exploratory behavior in the career decision process. This use of interest inventories, in a broad career exploration program assumes that people should obtain all the information they can about themselves and about an occupation in order to make judgments about whether or not they will be satisfied in a given occupation.

If an inventory fulfills these two expectations--to suggest occupations that broaden the options of both sexes throughout a full range of career ares and to stimulate exploratory behavior--we can then answer other questions about interest inventories as predictors of job satisfaction.

Profiles of Inventories

The profiles of the selected twenty-three inventories are intended to provide local authorities with enough basic information to determine which inventories they would like to examine further for possible purchase.

For each interest inventory an attempt has been made to present the following information:

a) TITLE: Test titles are printed exactly as reported in the test materials. Secondary or series titles are set off from the main titles by a colon.

b) AUTHOR(S): For most tests, all authors are reported. Names are reported exactly as printed on test booklets. Names of editors are generally not reported.

c) PUBLISHER: The name and address of the publisher or distributor is reported for each test. Phone numbers have been included when known.

d) COPYRIGHT DATE: The inclusive range of copyright dates (or publication dates if not copyrighted) for the various forms and editions of an inventory is reported. In cases when the publication date differs from the copyright date, both dates are given.

e) COST: Price information is reported for test packages (usually 20 to 35 booklets), answer sheets, manuals, and all other accessories The statement "$10.00 per 20 tests" means twenty tests of one level, one edition, or one part unless stated otherwise. Although price information is believed to be correct as of 1976, some prices may be in error and other prices may have changed. For complete up-to-date information consult the latest catalog of a test publisher. Postage may be included in the price or it may be an extra charge. Consult the catalog for this information.

f) CONSUMABLE/REUSABLE: Tests have been classified as either consumable or reusable. A reusable test uses separate answer sheets and allows the re-use of the test booklet. A consumable test requires a separate test booklet for each student. Generally, the answers are written in the test booklet and cannot be reused.

g) RATIONALE: This is a statement, usually found in the test manual or catalog, which defines the developer's reasoning for designing the inventory.

h) CROSS-REFERENCE RESOURCES: These are references recommended by test developers as helpful to interpreting and implementing test results. In most cases, specific references are given to job categories and job numbers contained in these sources in accordance with test results.

i) INTEREST AREAS: These are the areas in which interests are measured. Scaled results are given in these various interest areas.

j) NUMBER OF ITEMS: The number of questions on each inventory is reported.

k) TYPE OF ITEMS: Items are classified according to these response modes: multiple choice, free choice, forced-choice or differential scale (see GLOSSARY for further information).

l) INTENDED POPULATION: The grade level, chronological age or group for which the inventory is intended is usually stated by the author.

m) FORM: All available forms, parts, and levels are listed. It is noted whether or not there is more than one edition of the inventory.

n) TIME: The number of actual working minutes allowed examinees is reported whenever obtainable. In most cases there is no set time limit, but generally most individuals are able to complete the test within the stated time.

o) INSTRUCTIONS: Reports the adequacy of test instructions based on concepts, syntax, brevity, and vocabulary level.

p) ADMINISTRATION: Denotes whether the test is self-administered or staff administered. In most cases (even when denoted "self-administered") it is preferable to have a proctor available to answer any possible questions. (Staff member refers to a teacher, a counselor or an administrator. A counselor's presence is most preferred but not mandatory.)

q) SCORING:

Scoring is reported as machine-scoring (locally or by publisher only), self-scoring (by student), or hand-scoring (by staff member). In some cases, inventories may be machine-scored or self-scored. Scoring costs are usually reported under COST. Consult publisher's catalog for most recent price quotations.

r) MANUAL:

Reports the adequacy of an interest inventory manual in terms of ability to familiarize the test administrator with the instrument. Manuals typically provide a general description of the instrument, guidelines for use, and psychometric data relevant to scale construction and validation.

s) RELIABILITY:

Comments have been made when reliability data is available. If data with regard to reliability are to permit meaningful interpretation by the reader, it is the responsibility of the author to present completely the facts with respect to operations and group. A report of reliability should cover at least the following points: the specific set of experimental and statistical operations upon which the reliability was based; a descriptive characterization of the group which is as complete as possible with regard to all elements which might effect the reliability coefficient; the statistical characteristics of the group, particularly the number of cases, the mean and the standard deviation on the measure in question, which might be expected to affect the resulting reliability estimate; and the adequacy of the sampling procedure employed.

(See GLOSSARY for further reliability information)

t) VALIDITY:

Remarks concerning validity data are reported in this section. Most interest inventories are used for predictive purposes, in the context of a consideration of educational or vocational plans. Test results are interpreted as indicating something about the student's probable success, satisfaction, or continuity in some activity. A second use of inventories is a description of the individual, using broad interest categories as a description of generalized personality traits. This involves content validity and often construct validity.

(For further information consult the GLOSSARY)

u) INTERPRETATION: Indicates whether an inventory is self-interpreted or staff interpreted. Although many manuals claim any staff member (such as a teacher or a counselor) can interpret inventory results, it is recommended that those who are responsible for the interpretation of interest test data should have training and supervised experience in the use of these measures and be knowledgeable concerning the nature of work and career development.

v) FOREIGN LANGUAGE: Reports whether the test is available in any foreign languages.

w) AUDIO/VISUAL AIDS: For most tests, it is reported whether there are any audio or visual aids that accompany the inventory. Most of these aids are optional.

x) READING LEVEL: In most cases, the reading level has been stated by the author. In some cases, the reading level has been obtained through correspondence with the publisher. This information is based on what authors or publishers have stated. No analytical attempt was made to verify this information.

The profiles of the twenty-three inventories appear in alphabetical order. Since many inventories overlap intended population groupings (primary, elementary, middle or secondary), it was impossible to categorize them in this fashion. Consult INDEXES for a complete listing of inventories by grade level.

Title:	California Occupational Preference System: COPS I
Author(s):	Robert K. Knapp and Lila Knapp
Publisher:	Educational and Industrial Testing Service P.O. Box 7234 San Diego, California 92107 Telephone: 714-488-1666
Copyright Date:	1974
Cost:	Self-scoring test booklets, $8.25 per 25, $29.75 per 100, $137 per 500; Self-Interpretation Profile and Guide: $4.75 per 25, $18.25 per 100, $79 per 500 (specify college or high school norms); Machine-scoring form: $9.75 per 25 reusable test booklets; Answer sheets (IBM 1230 or Digitek) $4.75 per 50, $8.50 per 100, $40 per 500.
Consumable/Reusable:	Consumable, reusable (machine-scoring only)

CONTENT

Rationale:	Designed to assist students in career exploration. Provides job activity interest scores based on occupational clusters.
Cross-Reference Resources:	Dictionary of Occupational Titles, Occupational Outlook Handbook, Vital Information for Education and Work, COPSystem Career Briefs (developed by EdITS). Kits for the latter contain over 400 occupational description cards with information such as training and qualifications required, salary, projected demand and sources of further information.
Interest Areas:	Science (professional), Science (skilled), Technical (professional), Technical (skilled), Outdoor, Business (professional), Business (skilled), Clerical, Arts (professional), Arts (skilled), Service (professional), Service (skilled), Consumer Economics, Communications
Number of Items:	168
Type of Items:	4 point differential scale
Intended Population:	Junior-senior high school/college/adults
Form:	2 forms: The self-scoring form, the machine-scoring form (to be scored by EdITS or locally)

ADMINISTRATION

Time:	20-30 minutes
Instructions:	Easy to follow, appropriate
Administration:	Self-administered
Scoring:	Self-scoring, machine-scoring
Manual:	Constructed to facilitate the acquisition of occupational information relevant to a subject's measured interest; no reliability or validity data but technical manual should contain this information. Excellent guidance to interpreting scores; an abundance of related resources and references.

California Occupational Preference System: COPS I (cont'd.)

TEST DATA

Reliability:	Not stated
Validity:	Not stated
Interpretation:	Self-interpretation

OTHER FORMS

Foreign Language:	No. Earlier edition (California Occupational Preference Survey) is available in Spanish
Audio-Visual Aids:	No
Reading Level:	6th Grade

COMMENTS:

This test is a revision of the 1966 California Occupational Preference Survey; comprehensive use of related resources; explains job clustering as well as related course curriculum; very easy to use; excellent for student involvement and participation in discovering own interests. Technical manual should be consulted for reliability and validity measures. Excellent test if this data is acceptable.

Title:	California Occupational Preference System: COPS II
Author(s):	Robert R. Knapp and Lila Knapp
Publisher:	Educational and Industrial Testing Service P.O. Box 7234 San Diego, California 92107 Telephone: 714-488-1666
Copyright Date:	1974
Cost:	Combined Self-scoring Booklet and Self-Interpretation Guide $13 per 25, $48 per 100, $215 per 500
Consumable/Reusable:	Consumable

CONTENT

Rationale:	Designed to complement the widely used COPSystem Inventory by extending measurement to younger, elementary grade students and those at higher grade levels for whom reading and language present difficulties. Measurement is based on a knowledge of familiar school courses and activities rather than exclusively on knowledge of job-related activities which may not be familiar to younger students.
Cross-Reference Resources:	Dictionary of Occupational Titles, Occupational Outlook Handbook, Vital Information for Education and Work, COPSystem Career Briefs (developed by EdITS). The latter is a kit which contains over 400 occupational description cards containing a description of the occupation, training and qualifications required, salary, projected demand and sources of further information.
Interest Areas:	Science (professional), Science (skilled), Technical (professional), Technical (skilled), Outdoor, Business (professional), Business (skilled), Clerical, Arts (professional), Arts (skilled), Service (professional), Service (skilled), Consumer Economics, Communication
Number of Items:	27
Type of Items:	Multiple choice
Intended Population:	Elementary/junior-senior high school
Form:	1 form

ADMINISTRATION

Time:	20-30 minutes
Instructions:	Easy to follow, appropriate
Administration:	Self-administered
Scoring:	Self-scoring
Manual:	No mention of validity or reliability tests (information should be found in technical manual); excellent information regarding related references; quite helpful in interpreting students' results.

California Occupational Preference System: COPS II (cont'd.)

TEST DATA

Reliability:	Not stated
Validity:	Not stated
Interpretation:	Self-interpretation

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	Yes. COPS II visuals may be used by teacher when administering the test.
Reading Level:	3rd Grade

COMMENTS

As with COPS I, the reliability and validity data are not contained in the user's manual; the technical manual should contain this information. This test is recommended for use with elementary grades but may only be useful for 5th grade and up. One of the few inventories for this young age group; excellent recommendations for further information about job clusters; suggests related courses of study and activities which are helpful in learning about certain occupations. If validating information is supportive in its findings, this inventory is highly recommended; very good integration of inventory and related resources.

Title:	Career Assessment Inventory
Author(s)	Charles B. Johansson
Publisher:	Interpretive Scoring Systems A Division of National Computer Systems, Inc. P.O. Box 1416 Minneapolis, Minnesota 55401 Telephone: 612-831-4100
Copyright Date:	1973-1975
Cost:	$8.00 per 50 Test Forms (combined test booklet and answer sheet), $72.00 per 500 Test Forms, $5.00 per manual. Scoring Charges: basic profile report (1 page) $1.35 per profile for 100-999 tests; interpretive report (more comprehensive) available for $2.25 per report for 100-999 tests
Consumable/Reusable:	Consumable
CONTENT	
Rationale:	Designed to aid in the career counseling of both students and adults. The inventory has been developed for individuals interested in immediate career entry or in careers requiring some post-secondary education such as technical, business school or college training.
Cross-Reference Resources:	Dictionary of Occupational Titles, Occupational Outlook Handbook
Interest Areas:	THEME SCALES (Dr. John Holland's six vocational types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional) for an overall view of student interests as compared to adults in the general population; BASIC INTEREST AREA SCALES which tell about student interests in more specific areas (22) such as Medical Service, Agriculture, Sales, Writing, etc. in comparison to adults in the general population; OCCUPATIONAL SCALES which tell how similar or dissimilar student interests are to people in each of these occupations.
Number of Items:	305
Type of Items:	5 point differential scale
Intended Population:	Grades 9-16 and adults
Form:	1 form
ADMINISTRATION	
Time:	30 minutes
Instructions:	Simple, easy to follow
Administration:	Staff
Scoring:	Machine-scored only
Manual:	Describes how the test was constructed, how scales were derived, reports on validity studies

Career Assessment Inventory (cont'd.)

TEST DATA

Reliability:	Manual was not accessible
Validity:	Manual was not accessible
Interpretation:	Staff interpretation

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	6th grade

COMMENTS

Since the manual was not available for our review, information on validity and reliability was lacking; the test itself is easy to administer but must be machine scored; the results are presented in a convenient, easy to interpret, profile report which outlines basic vocational interests and cites specific job titles; the more comprehensive profile cross references results with listings in the DOT and OOH. No general recommendations should be made about this inventory until the manual is examined for reliability and validity data.

Title:	Career Awareness Inventory
Author(s):	LaVerna M. Fadale, Ph.D.
Publisher:	Scholastic Testing Service 480 Meyer Road Bensenville, Illinois 60106 Telephone: 312-766-7150
Copyright Date:	1974
Cost:	Package of 20 reusable booklets, one manual, one Scoring and Reporting booklet $12,00 per package, $8.00 per package of 50 answer sheets, 55¢ each additional manual, 30¢ each additional Scoring and Reporting booklet, 50¢ each Score-Vue (for hand scoring). STS scoring service: 72¢ per pupil (list report of raw scores and stanines with class, building and systems summaries)
Consumable/Reusable:	Reusable

CONTENT

Rationale:	The Career Awareness Inventory helps students to assess how much they know about their career choices.
Cross-Reference Resources:	Dictionary of Occupational Titles
Interest Areas:	The seven subtests ask students to identify occupations from illustrations of workers on the job, determine which occupations do or do not require a college degree, indicate the occupations of workers they know personally, determine which occupations do or do not produce a tangible product, differentiate between high and low status occupations, recognize job families or "clusters," choose job traits which relate to career satisfaction (five of the seven subtests are picture tests).
Number of Items:	131
Type of Items:	Multiple choice, forced choice
Intended Population:	Grades 4-12 (primarily for use in grades 4-8)
Form:	1 form

ADMINISTRATION

Time:	60-90 minutes
Instructions:	Confusing and unclear directions for younger students especially
Administration:	Teacher, counselor or administrator should be present in regular classroom group; additional proctors or administrators will be needed if the group exceeds normal classroom size.
Scoring:	Hand-scored, machine-scored
Manual:	Poor; instructions oversimplified; reliability and validity lacking; only one table for interpreting scores; no recommendations for further uses of test score results.

Career Awareness Inventory (cont'd.)

TEST DATA

Reliability:	Vague reference to only one reliability investigation
Validity:	Results of construct validity tests given; does not explain details of study; no mention of predictive validity.
Interpretation:	Poor; the interest answers do not predict interests but career awareness; the only aid to interpretation is one table which gives the stanine scores for total raw scores for the career awareness inventory.

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	4th-5th grade reading level

COMMENTS

This inventory has been included for review since there are so few elementary level tests. However, this test should not be considered for use unless major revisions are made. Five of the seven subtests are picture tests which display bias role types (all of the illustrations show only white people; men are shown as doctors and lawyers, women as nurses and waitresses). There is a limited sampling of occupations. Most job titles used are unfamiliar to elementary and middle level students (embalmer, photoengraver, etc.). One of the subtests asks students to mark the letter of the worker in each pair that has a higher prestige or status (i.e. doctor or secretary, truck driver or construction engineer). These responses are scored as right or wrong. There are too many stereotypes and biases to recommend the use of this test.

Title:	Career Development Program (Career Development Planning Inventory)
Author(s):	Esther E. Diamond and Frederic Kuder, assisted by Anne Murray and Joan Costello
Publisher:	Scientific Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611 Telephone: 312-266-5000
Copyright Date:	1975
Cost:	Package of 25 Student Directions Leaflets, 25 Student Interpretive Leaflets, 25 Inventory/answer sheet, 1 Administrator's Manual, 2 each Control Cards and Return Envelopes $33.55 per package for 1-4 packages, $30.20 per package for 5-9 packages and $28.50 per package for 10 or more packages (package price includes all materials and scoring).
Comsumable/Reusable:	Consumable
CONTENT	
Rationale:	Stresses the concept of career development as a continuous process.
Cross-Reference Resources:	Career Development Notebook; Career Development Program Guide (both published by SRA as part of the Career Development Program)
Interest Areas:	Six interest areas: technical/mechanical/skilled, scientific/theoretical, artistic/literary/musical, social service/personal service, persuasive/managerial, clerical/computational
Number of Items:	146
Type of Items:	Multiple choice, forced-choice
Intended Population:	Grades 8-Adult; primarily to be used in Grades 9-10
Form:	1 form
ADMINISTRATION	
Time:	50 minutes
Instructions:	Adequate
Administration:	Self-administered
Scoring:	Machine-scored
Manual:	Gives instructions for administration of test; no mention of interpreting results (see Program Guide); no reliability or validity evidence.
TEST DATA	
Reliability:	Not stated
Validity:	Not stated
Interpretation:	Self-interpretation. Interpretive leaflet very helpful in understanding results.

Career Development Program (cont'd.)

OTHER FORMS

Foreign Languate:	No
Audio/Visual Aids:	No
Reading Level:	8th Grade reading level

COMMENTS

This unique program has two major components. The Career Planning Notebook and Career Development Inventory each may be used alone or used together for a complete program. The results of the inventory are easy to understand due to the comprehensive profile. Interests are clustered into six groups with specific occupational listings for each group. These occupations are also categorized by entry level: early entry (high school or less), delayed entry (postsecondary education, training or experience) and late entry (4 years college or more). There are two major questions involved in determining the value of this inventory: (1) Is there any data on validity and reliability of this inventory? (2) Is this test useful by itself or are the implications reinforced when complemented by the Career Planning Notebook more beneficial? Further investigation by the test user may clarify these issues.

Title:	Educational Interest Inventory
Author(s):	James E. Oliver
Publisher:	Educational Guidance Inc. P.O. Box 511 Main Station Dearborn, Michigan 48120 Telephone: 313-274-0682
Copyright Date:	1962-74
Cost:	$1.00 per Educational Interest Inventory Test Booklet (reusable), $7.50 per package of 25 Combined Self-scoring Answer Sheet and Profile (Form A-Men, Form B-Women), 50c per Manual for Administrators.
Consumable/Reusable:	Reusable

CONTENT

Rationale:	Serves both the counselor and the student by providing measures of relative interest in activities associated with the curriculum underlying most educational endeavors.
Cross-Reference Resources:	Not stated
Interest Areas:	Literature, music, art, communication, education, business administration (men), engineering (men), industrial arts (men), agriculture (men), secretarial arts (women), nursing (women), library arts (women), home economics (women), botany, zoology, physics, chemistry, earth science (men), history and political science, sociology, psychology, economics and mathematics.
Number of items:	198
Type of Items:	Forced-choice
Intended Population:	Grades 11-13 and adults
Form:	Form A for men, Form B for women (Form A and Form B have identical instructions and response formats. The normative data on the profiles are different.)

ADMINISTRATION

Time:	40-45 minutes
Instructions:	Easy to follow.
Administration:	Self-administered
Scoring:	Self-scoring
Manual:	The self-interpreting profile recommends the student consult the counselor for further interpretation of scores with the help of the additional information in the Examiner's Manual. No reference whatsoever to interpreting results is given. Reliability data is good but the manual does not aid the counselor in the use of the results.

TEST DATA

Reliability:	Specific reliability data on split-half (homogeneity) and test-retest given for each interest scale for men and for women.
Validity:	Vague reference to validity on subjective basis
Interpretation:	Self-interpretation

Educational Interest Inventory (cont'd.)

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	Not stated

COMMENTS

Ambiguity in norm references for men and for women. The test categorizes results in twenty-two areas without further specifying occupations in each area. Although reliability measures seem impressive, this test does not sufficiently aid the counselor or student to recommend its use.

Title:	Gordon Occupational Check List
Author(s):	Leonard V. Gordon
Publisher:	The Psychological Corporation (Harcourt Brace Jovanovich, Inc.) 757 Third Avenue New York, New York 10017 Telephone: 212-754-3500
Copyright Date:	1961-67
Cost:	$7.50 per 35 tests
Consumable/Reusable:	Consumable

CONTENT

Rationale:	Designed for use with individuals who do not plan to obtain college level or equivalent professional training; serves the following purposes: individual counseling, group guidance, surveys and research.
Cross-Reference Resources:	Dictionary of Occupational Titles
Interest Areas:	Business, Outdoor, Arts, Technology, Service and six optional response summarization scores
Number of Items:	240
Type of Items:	Free choice
Intended Population:	Grades 8-12(high school students not planning to enter college)
Form:	1 form

ADMINISTRATION

Time:	20-25 minutes
Instructions:	On cover page of booklet, straightforward
Administration:	Self-administered
Scoring:	Hand scored by teacher
Manual:	Fairly well reports methods used to construct and organize items but does not present evidence that a student's score predicts his satisfaction in a given job. The manual states "there is no standard or 'best' method of reviewing the check list responses for counseling purposes." Recommendations for interpretation are vague. Facility in the interpretation of the check list will come from actual experience using the instrument (according to the manual). Many students may suffer during the initial implementation of the test until counselors obtain a "feeling" for the check list.

TEST DATA

Reliability:	Manual reports reliability data but appropriate research on its long-term stability has not been reported.
Validity:	Needs more research on predictive and concurrent validity.
Interpretation:	Staff

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	8th Grade reading level

COMMENTS

Best use of the checklist is to direct students to Dictionary of Occupational Titles' descriptions of occupations which they might enjoy but the use of the occupational area scores is limited by the lack of evidence on long-term stability and predictive validity. The lack of clarity and useful recommendations for interpretation of results in the counselor's manual prohibits the recommendation of this inventory.

Title:	Hackman-Gaither Vocational Interest Inventory: Second Edition
Author(s):	Roy B. Hackman, James W. Gaither
Publisher:	Psychological Service Center of Philadelphia Test Division 1422 Chestnut Street Philadelphia, Pennsylvania 19102 Telephone: 215-568-2555
Copyright Date:	1962-68
Cost:	$12.00 per 20 tests, $1.80 per 20 answer sheets, $1.80 per 20 profiles, $1.80 per 20 summary sheets, $1.80 per 20 comparison charts, $1.50 per manual.
Comsumable/Reusable:	Reusable

CONTENT

Rationale:	Designed for use in educational and vocational counseling and guidance.
Cross-Reference Resources:	Dictionary of Occupational Titles
Interest Areas:	Business Contact, Artistic, Scientific-technical, Health and Welfare, Business-clerical, Mechanical, Service, and Outdoor
Number of Items:	200
Type of Items:	4 point differential scale
Intended Population:	Grades 9-12 and adults
Form:	1 form

ADMINISTRATION

Time:	25-30 minutes
Instructions:	Adequate
Administration:	Staff, self-administered
Scoring:	Self-scoring, machine-scoring available but not recommended by publisher.
Manual:	Lacks reports of crossvalidation studies and reports of the factorial analyses to which repeated references are made (the reports appear in out-of-print technical bulletins); poorly written and edited.

TEST DATA

Reliability:	Split-half reliabilities range from .76 to .96. Test-retest reliabilities range from .37 (after 24 months) to .92 (after 4 months). Reliability data are for earlier editions and are for positive scores only.
Validity:	Content and face validity reported but supporting data are lacking.
Interpretation:	Staff, self-comparison profile

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	6th Grade

COMMENTS

May be a useful accessory to counseling and guidance but the incomplete, badly written,and badly edited manual, and the superficial interpretive guides do nothing to recommend its use.

Title:	Hall Occupational Orientation Inventory: Second Edition
Author(s):	L. G. Hall, R. B. Tarrier, D. L. Shappell
Publisher:	Scholastic Testing Service, Inc. 480 Meyer Road Bensenville, Illinois 60106 Telephone: 312-766-7150
Copyright Date:	1971
Cost:	$13.00 per 20 tests, $4.00 per 20 hand-scored answer sheets, $5.00 per 20 interpretive folders, $3.50 per manual, scoring service 72¢ per test (includes NCS answer sheets).
Consumable/Reusable:	Reusable

CONTENT

Rationale:	Designed to facilitate occupational counseling by enabling the student to investigate occupational choices relevant to his needs, values and attitudes.
Cross Reference Resources:	Not stated
Interest Areas:	Creativity-independence, Risk, Information-knowledge, Belongingness, Security, Aspiration, Esteem, Self-actualization, Personal satisfaction, Data Orientation, Things Orientation, People Orientation, Location Concern, Aptitude Concern, Environment Concern, Co-worker Concern, Qualifications Concern, Time Concern, Monetary Concern, Physical Abilities Concern, Routine-Dependence, Defensiveness
Number of Items:	220
Type of Items:	5 point differential scale
Intended Population:	Grade 3-Adult
Form:	3 forms: Intermediate Hall (Grades 3-7) Young Adult Hall (Grades 8-12) Adult Basic Hall (for reading-handicapped adults)

ADMINISTRATION:

Time:	30-40 minutes
Instructions:	Good
Administration:	Self-administered
Scoring:	Hand, self, machine-scoring available (self scoring preferable)
Manual:	No description of the attributes of stanine scores (norms) are given for the counselor; does give good coverage of suggested counseling uses but their value is dependent on whether or not the validity of the inventory is established. Offers excellent interpretive assistance of inventory results.

TEST DATA

Reliability:	Minimal (single reliability report shows a median correlation of .84 for the 23 scales over a 3-week interval for 1400 subjects, all ages)
Validity:	Minimal
Interpretation:	Staff

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	4th-5th grade reading level

Hall Occupational Orientation Inventory: Second Edition (cont'd.)

COMMENTS

Falls below the minimum acceptable level of psychometric information for any confident use at this time. Additional testing of its face, or content validity, is needed for the items and the scales. The test is easily profiled and lends itself to an exploratory phase of occupational search but reliability and validity studies are still needed to validate the purposes of the test. The inventory does not attempt to predict success or failure in particular jobs; rather it emphasizes the many possibilities for the student's future and encourages the broadening of the student's perceptions of potentions and priorities.

Title:	Individual Career Exploration
Author(s)	Anna Miller-Tiedeman in consultation with Anne Roe
Publisher:	Scholastic Testing Serivce, Inc. 480 Meyer Road Bensenville, Illinois 60106 Telephone: 312-766-7150
Copyright Date:	1976
Cost:	Complete "Starter Set": Package of 20 Inventory booklets, 20 Classification of Occupations by Group and Level, 60 Job Information Checklists, 1 Instructor's Manual, $20.00 each set; additional instructor's manual 55¢ each, $5.00 per package of 20 Classification of Occupations by Group and Level, $8.00 per package of 60 Job Information Checklists, $5.00 per package of 20 Inventory booklets
Consumable/Reusable:	Reusable

CONTENT

Rationale:	Designed to help students focus on future occupations in relation to their current interests, experiences, abilities and ambitions.
Cross-Reference Resources:	Computerized Information System, The Occupational Outlook Handbook, The Dictionary of Occupational Titles
Interest Areas:	Interests, experience, occupations, skills, abilities, and decision level
Number of Items:	350
Type of Items:	3 point determination scale, rank ordering
Intended Population:	Grades 8-12
Form:	1 form

ADMINISTRATION

Time:	About 2 hours
Instructions:	Very good; pictures to explain student's purpose in taking the test
Administration:	Self-administered; can be administered to individuals or to groups; students may work on only one or two sections at a sitting.
Scoring:	Self-scoring
Manual:	No mention of studies or validity or reliability; refers students to resources to explore their first-choice occupational group.

TEST DATA

Reliability:	Not stated
Validity:	Not stated
Interpretation:	Self-interpreted. After students have completed the inventory, they look up those careers which fall under their chosen occupational groups and decision level in the accompanying Classification of Occupations booklet

Individual Career Exploration (cont'd)

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	Not stated

COMMENTS

This self-administered, self-scored inventory does narrow student occupational choices to two occupational groups. Because of the newness of the test there does not seem to be evidence of reliability or validity. If further research confirms its usefulness then implementation of this inventory might be feasible.

Title:	**Interest Inventory for Elementary Grades**
Author(s):	**Mitchell Dreese, Elizabeth Mooney**
Publisher:	**The Center for Psychological Service** **1835 Eye St., N.W.** **Washington, D.C. 20006** **Telephone: 202-541-4465**
Copyright Date:	**1941**
Cost:	**$4.00 per 25 test booklets**
Consumable/Reusable	**Consumable**

CONTENT

Rationale:	Designed to obtain an estimate of a child's general interests for diagnostic and guidance purposes.
Cross-Reference Resources:	Not stated
Interest Areas:	Reading, movies, radio, games and toys, hobbies, things to own, school subjects, people, occupations and activities
Number of Items:	250
Type of Items:	4 point differential scale, unique to most response scales in that there is a response category "unknown," if the student knows nothing about the item; in most inventories students must give an opinion on a subject they don't even know.
Intended Population:	Grades 4-6
Form:	1 form

ADMINISTRATION

Time:	30 minutes
Instructions:	Somewhat confusing; the response choice set is the same throughout the test; in some cases you are asked to circle your response and in other cases you are to underline your answer.
Administration:	Staff, teacher
Scoring:	Hand scored by teacher
Manual:	Poorly written; inadequate instructions for interpreting test results; unsubstantiated claims of test result implications

TEST DATA

Reliability:	Test-retest reliability on one group of fifty students was .85; this test was given only a "few" days later with inconclusive results.
Validity:	No mention
Interpretation:	Vague references to interpreting scores

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	4th grade

Interest Inventory for Elementary Grades (cont'd.)

COMMENTS

The only version of this test was copyrighted in 1941, reflecting the attitudes of the era. For instance, questions revolving about likes and dislikes of certain movies and radio programs are quite out of date (Television was not commercially available; currently how many children listen to the radio for entertainment?). Also, there are some puzzling questions related to "how you feel about the following kinds of people" using a 4 point like-dislike scale. Some of the people categories are: cripples, foreigners, negroes, etc. Before discounting this inventory solely on its antiqueness, doubts about its utility in 1941 are ample; there is no validity data presented, no scale scores, inadequate norms and inappropriate reliability results. There is no reason to recommend the use of this inventory in 1977 or in 1941.

Title:	**Inventory of Religious Activities and Interests**
Author(s)	**Sam C. Webb**
Publisher:	**Dr. Richard Hunt** **Director** **Human Development Services** **Southern Methodist University** **Dallas, Texas 75275** **Telephone: 214-692-2266**
Copyright Date:	1967-68
Cost:	$2.00 per 25 answer sheets, 25¢ per test booklet, $2.00 per revised manual, $5.00 per set of scoring stencils, $2.00 per 25 profiles
Consumable/Reusable:	Reusable

CONTENT

Rationale:	Designed to measure interest in activities performed by persons employed in a variety of church-related occupations
Cross-Reference Resources:	Theological School Inventory
Interest Areas:	Counselor, administrator, teacher, scholar, evangelist, spiritual guide, preacher, reformer, priest, musician
Number of Items:	Not stated
Type of items:	5 point differential scale
Intended Population:	High school and college students considering church-related occupations (also for theological school students)
Form:	1 form

ADMINISTRATION

Time:	40-45 minutes
Instructions:	Appropriate, easy to follow
Administration:	Self or staff-administered
Scoring:	Self-scoring
Manual:	Strong evidence of the inventory's validity but gives no norms for female high school students; manual lacks enough data to explicitly recommend its use with high school students.

TEST DATA

Reliability:	Weak index of scale homogeneity
Validity:	Moderately valid for a limited purpose; some validity data show the test questionable for use with non-theology students
Interpretation:	Self

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	Not stated

COMMENTS

This inventory does not measure the degree of religiousness; according to the manual, it is intended to be "primarily descriptive and only secondarily predictive"; the most useful application of this inventory is to assist Protestant

theology students in their choice of traditional occupational roles after graduation; there has been no proof as to its application to secular colleges or church-related colleges or high schools for persons intending to enter the ministry; for these people it can only serve as a checklist of activities through which the person can explore his own interests in church-related work.

Title:	Kuder General Interest Survey (Kuder E)
Author(s)	G. Frederic Kuder
Publisher:	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611 Telephone: 312-266-5000
Copyright Date:	1934-70
Cost:	Hand Scored Edition: Package of 25 consumable booklets combining test booklet, answer pad, and profile leaflet for Grades 6-8 and for Grades 9-12 and 1 Memorandum of Instructions $12.00 each for 1-19 packages, $10.80 each for 20-199 packages, $10.20 each for 200 or more packages; hand-scoring materials (not included with test booklets) $5.50 per package of 25 pins and 25 backboards, $7.40 per package of 100 punch pins, $14.60 per package of 100 backboards. Machine-Scored Edition: Materials and scoring (complete set of materials and scoring for 25 students) $24.50 each for 1-4 sets, $22.05 each for 5-9 sets, $20.83 each for 10 or more sets.
Consumable/Reusable:	Consumable
CONTENT	
Rationale:	Measurement of an individual's degree of preference for activities in ten job family groups. Form E is a general interest inventory.
Cross-Reference Resources:	Career Guidance and the Kuder Interest Inventories
Interest Areas:	Outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical
Number of Items:	168
Type of Items:	Forced-choice
Intended Population:	Grades 6-12
Form:	Form E, 2 editions: the pin-punch self-scored edition and the machine-scored version; also available is the Vocational Preference Record Form C, Personal Preference Survey Form A, and Occupational Interest Survey Form DD.
ADMINISTRATION	
Time:	30-40 minutes
Instructions:	Adequate. A complete understanding of the pin-punch method is necessary in order to mark and score the test correctly.
Administration:	Staff
Scoring:	Self-scoring; machine-scoring
Manual:	Suggests no special qualifications for administrators or users. Interpretation of results is more difficult than manual suggests. No interpretive scale descriptions appear in the manual.

Kuder General Interest Survey (Kuder E)(cont'd.)

TEST DATA

Reliability:	Reliabilities for all scales are above .70.
Validity:	No predictive validity data. Has face and content validity.
Interpretation:	Staff; given individual's results are far more complicated than the apparently simple and straightforward scales and percentile values suggest.

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	Yes: Interpreting the Kuder E General Interest Survey by Thomas J. Jacobson, a transparency program designed to help students interpret their Kuder E scores.
Reading Level:	6th Grade reading level

COMMENTS

Revision and downward extension of Kuder Preference Record-Vocational, Form C; more appropriate use in research than in individual or group counseling; middle class bias to items; inadequacies of the interpretive materials make it seem probable that a considerable amount of misunderstanding of the results will exist among students who take the inventory, their parents, and their teachers and school counselors. Its use for research seems more promising. Lack of validity data, but for the early high school years it may be about as good an instrument as exists. For some 10th graders and for students in 11th and 12th grades, the Strong-Campbell Interest Inventory appears to be clearly superior. Kuder recommends that Form E not be used with most sixth graders; the interest survey lacks stability of results and is difficult to interpret.

Title:	Kuder Occupational Interest Survey (Kuder DD)
Author(s)	G. Frederic Kuder
Publisher:	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611 312-266-5000
Copyright Date:	1956-74
Cost:	Materials and scoring (complete set of materials and and scoring for 20 students): $37.35 each for 1-4 sets, $33.60 each for 5-9 sets, $31.75 each for 10 or more sets, System Report (optional, minimum of 200 students) 6¢ per student.
Consumable/Reusable:	Consumable
CONTENT	
Rationale:	Designed for use when person is approaching the point of having to commit himself to preparing for entering a specific line of work.
Cross-Reference Resources:	Career Guidance and the Kuder Interest Inventories
Interest Areas:	114 occupations and 48 college major subjects
Number of Items:	100
Type of Items:	Forced-choice
Intended Population:	Grades 11-16 and adults
Form:	Vocational Preference Record Form C, Personel Preference Survey Form A, and General Interest Survey Form E
ADMINISTRATION	
Time:	30-40 minutes
Instructions:	Appropriate
Administration:	Staff
Scoring:	Machine-scoring
Manual:	Informative. Gives useful references for obtaining additional occupational information.
TEST DATA	
Reliability:	Supportive reliability information, but there is a need for additional evidence using a larger sample. Insufficient evidence of stability and homogeneity
Validity:	Concurrent validity data is reported in the manual, but there has been no evidence of predictive validity.
Interpretation:	Staff. The interpretive leaflet does not clearly discuss the meaning of low and middle scores.
OTHER FORMS	
Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	6th Grade reading level

Kuder Occupational Interest Survey (Kuder DD)

COMMENTS

The Kuder DD has these advantages: (1) Scoring of college major interests; (2) has a broader range of occupations (more technical and trade level occupations); (3) uses the same tests for males and females; (4) provides scores for female test takers on selected male occupational and college major scales, and (5) has norm groups which were more recently tested. The General Manual has recently undergone substantial revision; allows scores to be compared on male or female normed occupational scales, still some problems exist in the implications of separate norms. The use of norms with different occupational scales for men and women reinforces the status quo in society.

Title:	Kuder Preference Record: Vocational: Form C
Author(s):	G. Frederic Kuder
Publisher:	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611 Telephone: 312-266-5000
Copyright Date:	1934-70
Cost:	Package of 25 Form CP Consumable Booklets (booklets contain test booklet, answer pad, 2 Profile Leaflets [one for boys and girls and one for men and women], and Memorandum of Instructions) $15.75 each for 1-19 packages, $14.20 each for 20-199 packages, and $13.40 each for 200 or more packages. Hand-scoring materials (not included with test booklets): $5.50 per package of 25 pins and 25 backboards; $7.40 per package of 100 punch pins; $14.60 per package of 100 backboards.
Consumable/Reusable:	Consumable
CONTENT	
Rationale:	An earlier form than E, Form C measures interests in the same ten areas.
Cross-Reference Resources:	Career Guidance and the Kuder Interest Inventories, Dictionary of Occupational Titles
Interest Areas:	Outdoors, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical.
Number of Items:	168
Type of Items:	Forced-Choice
Intended Population:	Grades 9-16 and adults
Form:	2 forms: Form CP, hand-scored version; Form CM, machine-scored version. Also available is the Vocational Preference Survey Form A, Occupational Interest Survey Form DD, and the General Interest Survey Form E.
ADMINISTRATION	
Time:	30-40 minutes
Instructions:	Directions are adequate. Pin-punch method must be understood in order to correctly mark and score the test.
Administration:	Staff
Scoring:	Self-scoring or machine-scored locally using IBM 805 (contact SRA about necessary materials)
Manual:	Contains no reliability or validity data

Kuder Preference Record: Vocational: Form C(cont'd.)

TEST DATA

Reliability:	Not stated
Validity:	Not stated
Interpretation:	Self-interpreted; staff member or counselor interpretation also helpful

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	9th grade reading level

COMMENTS:

The Kuder C which preceded the Kuder E measures interests in the same ten areas, but the scales are vocationally oriented (the Kuder E is a general interest inventory); Form C is not as up to date as Form E. Answers are punched in the answer section using pins. It is important that the pins be used correctly in order to self-score the test. The Kuder C (CP) is not recommended for use because of the lack of validity and reliability. The publisher suggests the Form E over the Form C since it is more up to date.

Title:	Kuder Preference Survey: Personal Form A
Author(s)	G. Frederick Kuder
Publisher:	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611 Telephone: 312-266-5000
Copyright Date:	1948-63
Cost:	Package of 25 record booklets (contains 25 self-scoring pin-punch booklets) $27.85 each for 1-19 packages, $25.05 each per 20-199 packages, $23.65 each per 200 or more packages; Hand-scoring materials (not included with test booklets): $5.50 per package of 25 pins and 25 backgoards, $7.40 per package of 100 punch pins, $14.60 per package of 100 backboards; answer pads: package of answer pads (contains 100 answer pads and 3 Examiner's Manuals) $28.10 each for 1-4 packages, $25.30 each for 5-49 packages, $23.90 each for 50 or more packages; package of 100 profile sheets $7.75 (two types: Boys and Girls or Men and Women)
Consumable/Reusable:	Reusable

CONTENT

Rationale:	Measurement of preferences for the types of social relationships that might influence choice of vocation.
Cross-Reference Resources:	Career Guidance and the Kuder Interest Inventories
Interest Areas:	Participation in group activities, familiar and stable situations, working with ideas, avoiding conflict, and directing and influencing others.
Number of Items:	168
Type of Items:	Forced-choice
Intended Population:	High school and adult
Form:	2 Forms: Form AH hand-scored, Form AM machine-scored locally. Also available is the Vocational Preference Record Form C, Occupational Interest Survey Form DD, and the General Interest Survey Form E.

ADMINISTRATION:

Time:	30-40 minutes
Instructions:	Adequate. Pin-punch method must be understood in order to mark and score test correctly.
Administration:	Self-administered. May be given with or without supervision.
Scoring:	Self-scoring, machine-scored (consult manual for local scoring directions)
Manual:	Poorly written, out-dated; most empirical evidence refers to the Preference Record-Vocational; not very helpful in interpreting results; does not refer counselor to other sources which may be helpful.

Kuder Preference Survey: Personal, Form A (cont'd.)

TEST DATA

Reliability:	Insufficient data
Validity:	States that the five scales were developed to be relatively independent which makes them particularly useful in predicting selected criteria; no empirical evidence whatsoever. Also states further research will be reported in later editions of the manual. There have been no later editions since this sixth edition of 1963.
Interpretation:	Staff

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	6th Grade reading level

COMMENTS

Designed to supplement the Kuder Preference Record-Vocational. Out-of-date; lack of reliability and validity data. Other Kuder tests are recommended over the use of the Personal Survey.

Title:	**Minnesota Vocational Interest Inventory**
Author(s):	**Kenneth E. Clark**
Publisher:	**The Psychological Corporation** **757 Third Avenue** **New York, New York 10017** **Telephone: 212-754-3500**
Copyright Date:	**1965-66**
Cost:	**Consumable: $4.50 per 25 test-answer sheets; scoring service 85¢ to 50¢ per test (daily service), 45¢ to 33¢ per test (weekly service)** **Reusable: $5.50 per 25 tests, $4.50 per 50 answer sheets, $2.00 per 50 profiles, $7.00 per set of hand scoring stencils and directions, 45¢ to 33¢ per test (optional scoring service)**
Consumable/Reusable:	**Reusable, consumable**

CONTENT

Rationale:	Designed to provide systematic information on the interest patterns of men in non-professional occupations.
Cross-Reference Resources:	Not stated.
Interest Areas:	21 occupational scales: baker, food service manager, milk wagon driver, retail sales clerk, stock clerk, printer, tabulating machine operator, warehouse man, hospital attendant, pressman, carpenter, painter, plasterer, truck driver, truck mechanic, industrial education teacher, sheet metal worker, plumber, machinist, electrician, radio-TV repairman. 9 area scales: mechanical, health service, office work, electronics, food service, carpentry, sales-office, clean hands, outdoors.
Number of Items:	158
Type of Items:	Forced- choice
Intended Population:	Males ages 15 and over not planning to attend college
Form:	1 form: 2 editions (Reusable, Consumable)

ADMINISTRATION

Time:	45-50 minutes
Instructions:	Sufficient
Administration:	Staff
Scoring:	Hand-scoring, machine scoring; procedures for scoring the inventory are sufficiently detailed; some errors are likely to occur when the answer sheets are hand-scored; machine scoring for large scale testing is advantageous.
Manual:	Does not clearly specify what new evidence elicited revisions of the original test; the manual effectively warns that interest does not necessarily imply ability and is only one factor to be considered in choosing among occupations; does not indicate the length of time following the test during which the score could continue to be used effectively for counseling purposes.

Minnesota Vocational Interest Inventory (cont'd.)

TEST DATA

Reliability:	Test-retest reliability are in the .70's and .80's (based on an interval of only 30 days)
Validity:	Validity has not been determined on subjects who are at the age of persons for whom the inventory is recommended in practice; the validity of the occupational scales is based on groups of workers in non-professional civilian occupations, Navy enlisted men, and industrial education teachers.
Interpretation:	Staff

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	Not stated

COMMENTS

Much of the discussion on the use of this inventory is repetitious; in the manual the authors emphasize what is considered positive and rationalize what is considered negative or consider it to be relatively unimportant. The inventory represents a promising beginning in the measurement of interests of men in non-professional occupations but it should be used cautiously in educational and vocational guidance at the secondary level because its reliability and validity with high school pupils has not yet been established.

Title:	Ohio Vocational Interest Survey
Author(s):	Ayres G. D'Costa, David W. Winefordner, John G. Odgers, Paul B. Koons
Publisher:	The Psychological Corporation (Harcourt Brace Jovanovich, Inc.) 757 Third Avenue New York, New York 10017 Telephone: 212-754-3500
Copyright Date:	1969-72
Cost:	$11.95 per 35 test booklets, $4.35 per 35 MRC answer sheets, $6.25 per 35 NCS answer folders Scoring Service for MRC: 70¢ per test (national norms), 74¢ per test (local norms), 77¢ per test (national and local norms) NCS scoring: 85¢ per test (national norms), 89¢ per test (local norms), 92¢ per test (national and local norms)
Consumable/Reusable:	Reusable
CONTENT	
Rationale:	Designed to assist students with their educational and vocational plans.
Cross-Reference Resources:	Dictionary of Occupational Titles, Occupational Outlook Handbook, Vital Information for Education and Work, General Aptitude Test Battery
Interest Areas:	Manual work, machine work, personal services, caring for people or animals, clerical work, inspecting and testing, crafts and precise operations, customer services, nursing and related technical services, skilled personal services, training, literary, numerical, appraisal, agriculture, applied technology, promotion and communication, management and supervision, artistic, sales representative, music, entertainment and performing arts, teaching-counseling-social work, medical
Number of Items:	280
Type of Items:	5 point differential scale
Intended Population:	Grades 8-12
Form:	1 form
ADMINISTRATION	
Time:	60-90 minutes
Instructions:	Easily followed directions
Administration:	Staff
Scoring:	Machine-scoring
Manual:	Misleading statements. The manual states "the validity and reliability of the instrument should be assessed in terms of how well it helps students, parents, and counselors to develop realistic plans for the future."

Ohio Vocational Interest Survey (cont'd.)

TEST DATA

Reliability:	Internal consistency, reliability and stability reliability are mentioned briefly. Refers reader to the optional OVIS Manual for Interpreting for a more detailed discussion of validity and reliability.
Validity:	No validity data; no mention of concurrent or predictive or any kind of criterion-relation validity information.
Interpretation:	Staff

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No. There is an interpretive aid Manual for Interpreting which presents ways in which the OVIS results can be used effectively for student counseling and curriculum planning; also available is the Guide to Career Exploration, which contains detailed descriptions of the twenty-four job clusters associated with the OVIS scales.
Reading Level:	8th Grade reading level

COMMENTS

Inventory itself and the machine-scored answer sheet are thorough and well designed; accepts the DOT idea that job description can be done most effectively by classifying activities in terms of level of involvement with data, people and things. This inventory is an appealing and useful vocational instrument. A number of problems are present, but the primary concerns are the lack of validity data, which can be remedied and the questions surrounding the rationale and implementation of the data-people-things model.

Title:	Safran Student's Interest Inventory
Author(s):	Carl Safran and Edgar N. Wright
Publisher:	Thomas Nelson & Sons, Canada Ltd. 81 Curlew Drive Don Mills 400 Ontario, Canada
Copyright Date:	1960-1969
Cost:	Canadian $7.00 per 35 tests, $2.50 per 35 student's manuals, $1.20 per counselor's manual
Comsumable/Reusable:	Consumable

CONTENT

Rationale:	Designed to measure vocational interests of high school students
Cross-Reference Resources:	None
Interest Areas:	Economic, technical, outdoor, service, humane, artistic, scientific, academic, mechanical, social, clerical
Number of Items:	Not stated
Type of Items:	Rank order, forced-choice
Intended Population:	Grades 8-12
Form:	1 form

ADMINISTRATION

Time:	60-70 minutes
Instructions:	Adequate
Administration:	Self-administered
Scoring:	Hand-scored, self-scored
Manual:	Brief, misleading norms (over 40% of the original sample were discarded as invalid); manual does not fully explain rating scales.

TEST DATA

Reliability:	No reliability data reported; gives test data on a much earlier version.
Validity:	No validity data on high school students are given.
Interpretation:	Self or staff interpreted

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	Not stated

COMMENTS

Revision of Safran Vocational Interest Test; this inventory was constructed by subjective methods (authors' opinion) with no explained rationale; its reliability is unknown and its validity has yet to be established. This test cannot compete with other inventories due to its haphazard construction.

Title:	**The Self-Directed Search: A Guide to Educational and Vocational Planning**
Author(s):	**John L. Holland**
Publisher:	**Consulting Psychologists Press, Inc.** **577 College Avenue** **Palo Alto, California 94306** **Telephone: 415-326-4448**
Copyright Date:	**1970-73**
Cost:	**Sets of "Assessment Booklets" and "Occupation Finders"--package of 25 sets, $17.50, package of 100 sets $65.00, package of 500 sets $300.00 (10% discount on 2 or more packages of 500), professional Manual $3.00, "Counselor's Guide" $1.00 each, 5 or more 85¢, "Assessment Booklets" only $14.00 per 25, $52.50 per 100, "Occupations Finders" only $5.25 per 25, $19.00 per 100.**
Consumable/Reusable:	**Consumable**

CONTENT

Rationale:	**Its two main purposes are to provide counseling experience for people who do not have access to professional counselors, or who cannot afford their services and to multiply the number of people a counselor can serve.**
Cross-Reference Resources:	**Dictionary of Occupational Titles, Occupational Outlook Handbook**
Interest Areas:	**Based on the author's theory for ordering of occupations along the six dimensions: realistic, intellectual, artistic, social, enterprising, and conventional; scales and ratings include Activities, Competencies, Occupations and Self-Estimates.**
Number of Items:	**228**
Type of Items:	**Multiple choice**
Intended Population:	**High School, College, Adults**
Form:	**2 forms: Standard Form and Form E; Form E (for Easy) was developed for use with adolescents and adults who read at fourth, fifth or sixth grade levels. The vocabulary (except for job titles) is at a fourth grade level, and the scoring is simplified by using a two-letter code instead of three letters. In all other respects, it is the same as the standard form.** **Form E "Assessment Booklets and Job Finders" $17.50 per 25 sets, $65.00 per 100 sets, $300.00 per 500 sets; Form E "Assessment Booklets" only $15 per 25, $55 per 100; Form E "Job Finders" only $5.50 per 25, $20.00 per 100.**

ADMINISTRATION

Time:	**No limit (while many people complete the SDS in 40 to 60 minutes clients are urged to take 2 to 3 hours to complete the SDS and study relevant entries in the DOT and OOH)**
Instructions:	**Easy to follow test-taking instructions; directions on scoring are somewhat more difficult.**

The Self-Directed Search (cont'd.)

Administration:	Self-administered
Scoring:	Self-scored; directions may be a little confusing on organizing results (not on interpretation)
Manual:	The manual "A Counselor's Guide" sounds more like a sales pitch than anything else; it explains all too often why results may not represent true interests; only vague references are given to previous studies on validity and reliability.

TEST DATA

Reliability:	No estimates of the reliability of the summary scales (the total index) are available at this time.
Validity:	Data on the construct and predictive validity of the scales and items found only low to moderate relationships.
Interpretation:	Self-interpreted, high likelihood of obtaining undifferentiated or ambiguous profiles; these "flat" profiles sometimes occur if a student has rated himself as "average" or the same in many abilities or because of immaturity and inexperience where only time and experience will provide definition or classification.

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	Not stated

COMMENTS

Although other tests have adopted Holland's six personality types, the originator of the scale has not adequately substantiated his claims; the advantage of using this inventory is that it is a self-administered, self-scored and self-interpreted tool; it appears that this inventory would be more helpful to employed or unemployed adults who are seeking new directions in the world of work.

Title:	Strong-Campbell Interest Inventory: Form T325
Author(s):	E.K. Strong, Jr., David P. Campbell
Publisher:	Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, California 94306 Telephone: 415-326-4448
Copyright Date:	1933-74
Cost:	$6.25 per 25 reusable test booklets, $23.50 per 100 reusable test booklets, $110.00 per 500 resusable test booklets, $5.00 per manual. Prepaid Answer Sheets (scored singly or in any quantity): $17.50 per package of 10, $35.00 per package of 25, $130.00 per package of 100. Answer Sheets without Prepayment: $6.75 per 50 answer sheets, $12.50 per 100 answer sheets, $55.00 per 500 answer sheets. Scoring service rates determined by number of answer sheets shipped: $1.75 each for 10 or less, $1.35 each for 11 to 25, and $1.25 each for more than 25.
Consumable/Reusable:	Reusable

CONTENT

Rationale:	This revision and extension of the Strong Vocational Interest Blank merges the men's and women's forms.
Cross-Reference Resources:	Not stated
Interest Areas:	The seven parts of this inventory (Occupations, School Subjects, Activities, Amusements, Types of People, Preference between Two Activities and Your Characteristics) yield scores on 6 general occupational themes (Dr. John Holland's theory of occupational personalities), 23 Basic Interest Scales (e.g., public speaking, merchandising, social service), and 124 occupational scales.
Number of Items:	325
Type of Items:	3 point differential scale, forced-choice
Intended Population:	Ages 16 and above
Form:	3 forms: Strong-Campbell Interest Inventory, Strong Vocational Interest Blank for Men, Strong Vocational Interest Blank for Women

ADMINISTRATION

Time:	25-35 minutes
Instructions:	Appropriate
Administration:	Staff
Scoring:	Machine-scored
Manual:	Lists the changes made from the Strong Vocational Interest Blank in an attempt to sexually neutralize the inventory.

Strong-Campbell Interest Inventory: Form T325 (cont'd.)

TEST DATA

Reliability:	Since this test was not available for use until late 1974 or early 1975, much of the reliability data is based on the earlier version, the Strong Vocational Interest Blank. Reliability information is presented both over time and for internal consistency. Reliability data is needed for the individual scales.
Validity:	Validity data is available on concurrent and predictive validity. Provides complete information on validity of older versions.
Interpretation:	Staff

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	8th grade reading level

COMMENTS

This is the latest edition of the Strong Vocational Interest Blank. This edition merges the men's and women's forms into a single inventory booklet and the results for both sexes are reported on the same profile form. Men and women respond to the same items and are scored on the same occupational scales regardless of sex. This updated version is highly recommended over the Strong Vocational Interest Blank. An attempt is needed to generate more research on this edition, the latest revised version of the Strong Vocational Interest Blank. (The Strong Vocational Interest Blanks for Men and for Women were not reviewed, since the publisher and most critics agree that the Strong-Campbell Interest Inventory should replace the earlier version.)

Title:	What I Like to Do
Author(s):	Charles E. Meyers, Karen Drinkard, Elayne Goldman Zinner
Publisher:	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611 Telephone: 312-266-5000
Copyright Data:	1975 (revised)
Cost:	$15.60, $11.70 (list price, school price) per 25 Inventory Booklets including profile, $1.32, $.99 (list price, school price) per teacher's manual
Consumable/Reusable:	Consumable

CONTENT

Rationale:	Designed to help children identify interests and curricular and career preferences.
Cross-Reference Resources:	Not stated
Interest Areas:	Play, academic, the arts, occupations and reading
Number of Items:	150
Type of Items:	Forced-choice
Intended Population:	Grades 4-7
Form:	1 form

ADMINISTRATION

Time:	45 minutes
Instructions:	Easy to follow
Administration:	By classroom teacher or aide
Scoring:	Self-scoring; some 4th grade students or poor readers may need assistance.
Manual:	Although no statements on reliability or validity appear in the manual, helpful suggestions are given for teacher-student interpretation. Very good ideas for classroom planning are also given. The manual suggests uses of the inventory with low achievers, remedial readers, mentally retarded children and other special groups.

TEST DATA

Reliability:	Not stated
Validity:	Not stated
Interpretation:	Self-profiling

OTHER FORMS

Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	4th Grade

COMMENTS

This is one of the few inventories designed for elementary age students. It is extremely easy to use. The scores will help teachers make effective use of children's interests in planning group activities and individual guidance. There are no reports of reliability or validity, but the uniqueness of this inventory may still warrant its use.

Title:	Work Values Inventory
Author(s):	Donald E. Super
Publisher:	Houghton Mifflin Company Pennington-Hopewell Road Hopewell, New Jersey 08525 Telephone: 609-466-1950
Copyright Date:	1968-1970
Cost:	$21 per 100 booklets; 90¢ per additional manual; scoring 45¢ per test with minimum charge of $22.50 per shipment
Consumable/Reusable:	Consumable
CONTENT	
Rationale:	Designed to measure values related to job satisfaction.
Cross-Reference Resources:	Not stated
Interest Areas:	Altruism, aesthetics, creativity, intellectual stimulation, independence, job achievement, prestige, management, economic returns, job security, surroundings, supervisory relations, associates, variety, way of life
Number of Items:	45
Type of Items:	5 point differential scale
Intended Population:	Grades 7-16 and adults
Form:	1 form
ADMINISTRATION	
Time:	10-15 minutes
Instructions:	Simple
Administration:	Staff
Scoring:	Hand-scoring or machine-scoring
Manual:	Presents little information about how the counselor, personnel worker, or research psychologist can use the inventory.
TEST DATA	
Reliability:	Reliability data for Grade 10 only; deficiency of reliability information
Validity:	Information presents that the constructs sought have been reasonably approximated in the scales; that the items have content validity and that the inventory offers concurrent results with outside criteria.
Interpretation:	Staff
OTHER FORMS	
Foreign Language:	No
Audio/Visual Aids:	No
Reading Level:	7th grade reading level

Work Values Inventory (cont'd.)

COMMENTS

Much of the supporting research has been performed on the earlier test version. This test has a sound reliability and validity basis but users are still asking what work value scores mean and how counseling, selection and placement improve by incorporting this inventory into the process. The manual is well written. However, brevity (15 minutes) and directness in the test have been achieved at the cost of questionable reliability. Further research will lead to an unusually good manual for a test that is highly usable but overly simplified for precise measurement. Many question how a 10-15 minute exercise can accurately predict work values.

Criteria for Judging Reliability and Validity

In connection with the Reliability factor, a statement prepared by a Joint Committee of the American Psychological Association, the American Educational Research Association, and the National Council on Measurements Used in Education made technical recommendations to be followed in the preparation of diagnostic techniques. This statement appears in Tests in Print, (Oscar Buros, editor. The Gryphon Press, New Jersey, 1961). Recommendations on the reliability of measures are:

> The test manual should report such evidence of reliability as would permit the reader to judge whether scores are sufficiently dependable for the recommended uses of the test. If any of the necessary evidence has not been collected, the absence of such information should be noted.
>
> The manual should avoid any implication that reliability measures demonstrate the predictive or concurrent validity of the test.
>
> In reports of reliability, procedures and sample should be described sufficiently for the reader to judge whether the evidence applies to the person and problem with which he is concerned.
>
> If two forms of a test are made available, with both forms intended for possible use with the same subjects, the correlation between forms and information as to the equivalence of scores on the two forms should be reported. If the necessary evidence is not provided, the manual should warn the reader against assuming comparability.
>
> If the manual suggests that a score is a measure of a generalized, homogeneous trait, evidence of internal consistency should be reported.
>
> Coefficients of internal consistency should be determined by the split-half method or methods of the Kuder-Richardson type, if these can properly be used on the data under examination. Any other measure of internal consistency which the author wishes to report in addition should be carefully explained.
>
> The manual should indicate what degree of stability of scores may be expected if a test is repeated after time has elapsed. If such evidence is not presented, the absence of information regarding stability should be noted.

In connection with the Validity factor, the bases of validity evaluation have been suggested by the technical recommendations to be followed in the preparation of psychological tests and diagnostic techniques which appear in Tests in Print, (Oscar Buros, editor. The Gryphon Press, New Jersey, 1961). Those recommendations which relate to validity are:

> When validity is reported, the manual should indicate clearly what type of validity is referred to (i.e., content, predictive, concurrent or construct). The unqualified term "validity" should be avoided unless its meaning is clear from the context.
>
> The manual should report the validity of each type of inference for which a test is recommended. If validity of some recommended interpretation has not been tested, the fact should be made clear.
>
> CONTENT VALIDITY
>
> Findings based on logical analysis should be carefully distinguished from conclusions established by correlation of test behavior with the criterion behavior.
>
> If a test performance is to be interpreted as a sample of performance in some universe of situations, the manual should indicate clearly what universe is represented and and how adequate the sampling is.
>
> PREDICTIVE VALIDITY
>
> When predictive validity is determined by statistical analysis, the analysis should be reported in a form from which the reader can determine confidence limits of estimates regarding individuals, or the probability of misclassification of the individual on the criterion.
>
> All measures of criteria should be described accurately and in detail. The manual should evaluate the adequacy of the criterion. It should draw attention to significant aspects of performance which the criterion measure does not reflect and to the irrelevant factors which it may reflect.
>
> The reliability of the criterion should be reported if it can be determined. If such evidence is not available, the author should discuss the probable reliability as judged from indirect evidence.
>
> The date when validation data were gathered should be reported.
>
> The criterion score of a person should be determined independently of his test score. The manual should describe precautions taken to avoid contamination of the criterion or should warn the reader of any possible contamination.

Test scores to be used in validation should be determined independently of criterion scores.

When items are selected or a scoring key is established empirically on the basis of evidence gathered on a particular sample, the manual should not report validity coefficients computed on this sample, or on a group which includes any of this sample. The reported validity coefficients should be based on a cross-validation sample.

If the manual recommends that interpretation be based on the test profile, evidence should be provided that the shape of the profile is a valid predictor.

The validation sample should be described sufficiently for the user to know whether the persons he tests may properly be regarded as represented by the sample on which validation was based.

The author should base validation studies on samples comparable, in terms of selection of cases and conditions of testing, to the groups to whom the manual recommends that the test be applied.

If the validity of the test can reasonably be expected to be different in subgroups which can be identified when the test is given, the manual should report the validity for each group separately or should report that no difference was found.

CONCURRENT VALIDITY

Reports of concurrent validity should be so described that the reader will not regard them as establishing predictive validity.

CONSTRUCT VALIDITY

The manual should report all available information which will assist the user in determining what psychological attributes account for variance in test scores.

The manual for a test which is used primarily to assess postulated attributes of the individual should outline the theory on which the test is based and organize whatever partial validity data there are to show in what way they support the theory.

Eight Recommended Inventories

Generally speaking, interest inventories are used to provide information for making better educational and vocational decisions. A list of inventory expectations is difficult to define, but the more purposes an inventory can serve, the more useful it is assumed to be. Although there is no clear-cut way to decide what the minimum functions should be, Dr. John L. Holland of the Center for Social Organization of Schools, Johns Hopkins University, has developed three minimum criteria:[1] "It (the inventory) should reassure people about their tentative choices and suggest vocational options that are equally and more appropriate both in kind and in level; it should show people all the common vocational alternatives or, through auxiliary materials, show them the full range of alternatives; and it should rely on comprehensive and valid assessment of people's interests rather than on age, race, sex or social status taken out of the context of vocational potential." These criteria, along with issues of test reliability, validity, ease of use and interpretation, and cost should be factors which determine the inventory's usefulness.

Based on these criteria, we suggest the eight following inventories for consideration for purchase:

California Occupational Preference System I & II
Career Assessment Inventory
Career Development Program
Individual Career Exploration
Kuder Occupational Interest Survey: Form DD
Ohio Vocational Interest Survey
Strong-Campbell Interest Inventory
What I Like to Do

Since there has been no consensus of opinion on any one interest inventory as being the most useful, it is necessary to give supporting evidence for each of our recommendations. It should also be noted that of the eight recommended inventories, there is not one inventory which stands out as the best or ideal measure. All of these instruments have strengths as well as limitations.

---

[1] "The Use and Evaluation of Interest Inventories and Simulations" by John Holland in Issues of Sex Bias and Sex Fairness in Career Interest Measurement, Esther E. Diamond, editor, NIE, HEW, 1975.

The eight inventories can be classified into one of two groupings: those inventories which are older, have undergone revisions in light of research and are generally more substantial through reliability and validity research than other commercially available inventories (Kuder Occupational Interest Survey: Form DD, Ohio Vocational Interest Survey and Strong-Campbell Interest Inventory); and those inventories that, although they are relatively new on the market, incorporate newer ideas of the importance of career education and sex fairness in measurement into each instrument[2] (California Occupational Preference System I and II, Career Awareness Inventory, Career Development Program, Individual Career Exploration, and What I Like To Do).

Kuder Occupational Interest Survey: Form DD

The Form DD is the elaboration of an earlier Kuder inventory, the Kuder Preference Record-Occupational (Form D). One of the noticeable changes is the addition of scales for college majors. The Kuder has also undergone a radical revision: one form is used for both sexes and both men and women are scored for all scales. One problem which still exists is the fact that for certain occupations (for instance Architect) there is only a male-normed scale score. The publisher remarks that since scores are compared to persons in the field and there are not enough women in the field, a female normed scale has not been developed. There has also been criticism of the Interpretive Leaflet which now has undergone revision and does not reinforce the status quo in society, as had been argued of the earlier leaflet. The revision is a welcome one. The new revised General Manual (1974) has eliminated the use of the masculine pronoun which had been employed throughout. The OIS is generally free (although a few remain) from gender-lined items. Due to the style of questioning, the measurement of the socialization of the test takers, or the opportunities they may have had to experience different activities, has been eliminated.

There have been many advocates of the Kuder Form DD over the past decades. Due to the substantial and necessary revisions in both the manual and interpretive leaflet, the Kuder Occupational Interest Inventory remains as one of the more reliable interest measures.

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[2]A word of caution--it has been said that no public purchase of new instruments should be made until the instrument has been tired out in longitudinal studies and the results have been evaluated by persons who do not have a conflict of interest.

Ohio Vocational Interest Survey

The Ohio Vocational Interest Survey has been designed to facilitate vocational exploration rather than to predict successful adjustment, and many critics agree that although the inventory is a well-standardized vocational interest inventory to use with high school pupils, more validity data is necessary. The inventory is based on a cubistic model of vocational interests derived from data-people-things categorization in the Dictionary of Occupational Titles. The idea is good but has not been substantiated. The inventory itself and the machine-scored answer sheets are thorough and well designed. The Examiner's Manual provides easily followed directions. The inventory is an appealing and useful vocational instrument. The major problem lies in the questions surrounding the rationale and implementation of the data-people-things model.

Strong-Campbell Interest Inventory

The earlier version of this inventory has been known by some as an ultimate model of a vocational interest test. The outstanding reason for its appeal has been its comparative abundance of reliability and validity evidence. The Strong-Campbell Interest Inventory has replaced the earlier versions, although Strong Vocational Interest Blank (for men or for women) is still available for purchase. The Strong has undergone a radical revision, like the Kuder. One form is used for both sexes, and both men and women are scored for all scales. All scales have been reorganized according to a theoretical scheme. The manual lists the alterations made in an attempt to sexually neutralize the inventory. This inventory conveys the philosophy that occupational choice should be made on the bases of the individual's talents and interests, not on the basis of what fields have been dominated by women or men. Also, the elimination of gender titles has contributed to the new "unisex" inventory.

This inventory has stood out in the past as one of the better constructed, more reliable inventories. The updating of the inventory in light of new research will guarantee its use for a long time to come.

The appeal of the following inventories stem from their newness and their incorporation of current career education ideas.

California Occupational Preference System I & II

Like many of the newer inventories, COPS I & II incorporate inventory results with accessory materials which are optional for purchase. Another appealing feature is that the inventory is intended for elementary and junior-senior high school students. This inventory assists students in career exploration by helping students to define areas for occupational investigation which are specific and appropriate to their individual interests. The self-scored inventory is keyed to the Occupational Outlook Handbook, the Dictionary of Occupational Titles, and VIEW (Vital Information for Education and Work, a microfiche series). Accessory materials include the Career Briefs Kit, which contains over 400 occupational description cards, occupational cluster charts and a career ability battery which is keyed to the COPSystem. The inventory (COPS II) for younger students and those at higher grade levels with reading or language difficulties presents suggested activities, elective courses, and part-time jobs keyed to each occupational cluster. The ease of its use, its newness and its adaptability for younger students, nominate this inventory for purchase consideration.

Career Assessment Inventory

The highlight of this inventory is the interpretive information which accompanies it. A comprehensive computer printout details implications of test results. But it requires that a counselor help the student understand the meaning of the results. Results on General Themes, Basic Interest Areas, and Occupational Scales are presented on a one-page profile. For an additional charge, the results from the one-page profile are further detailed in a 10 to 15-page computer printout. The theme scales, interest scales, and occupational scales are keyed to occupations found in the Dictionary of Occupational Titles, and the Occupational Outlook Handbook. There are two advantages of the longer computer printoug. It details fully the occupations

keyed to interest scale scores and it also provides the counselor with an idea of what can be done with inventory results. A sample printout is included in the specimen set and it may suggest to the counselor how students can make use of inventory results without having to purchase this service.

Career Development Program

This program, as the name states, is a career guidance program that stresses the concept of career development as a continuous program. There are to major components: Career Planning Notebook and Career Development Inventory. This new series contains a career development profile which is a computerized report of the responses to the Career Development Inventory and indicates possible career paths at three levels of entry based on education, and the Program Guide which provides suggestions for use of the program in a variety of settings. The inventory consists of a personal data form and a Kuder Career Interest Survey which is unique to this program. This new inventory stresses the process of exploration and decision-making and suggests complementary classroom activities to round out the career development process.

Individual Career Exploration

Another new yet unproved measure which may be of great value in assessing interests is the Individual Career Exploration. This self-administered, self-scored inventory takes about two hours to complete and aids the student in understanding the step-by-step process which culminates in occupational group choices and decision levels. A handbook which accompanies the inventory, classifies over 600 occupations into one of eight occupational groups, gives the Dictionary of Occupational Titles code and classifies the decision level involved. The outstanding features of this inventory are the clear,concise presentation of the inventory, the ease of its administration, and the simplicity of the step-by-step process which results in student comprehension of interest scores.

What I Like to Do

This unique inventory is designed for use in Grades 4 through 7. At this young age it is important for students to be involved in discovering their own likes and dislikes. This inventory encourages discovery since it is self-administered and self-scored. The Teacher's Guide which supplements the inventory suggests different uses of results. Not only can a teacher help students know themselves and initiate thinking about occupational choices, the teacher can note group preferences and restructure classroom activities according to interest groups. Excellent efforts are made to suggest classroom activities as well as uses for working with special groups such as the handicapped, the specially talented, and the intellectually gifted. This is one of the few inventories designed for elementary school use and, hopefully, research will substantiate its claims.

The recommendations of these eight inventories are exactly that--recommendations. No inventory should be purchased unless local district administrators, teachers, counselors, and any other concerned parties jointly review and agree that the inventory is suitable for their needs. Considerations such as validity and reliability are foremost; ease of use, interpretation, and cost are, of course, other factors which should be weighed.

Some underlying features of interest inventories which may or may not be of primary concern are the cost implications of consumable or reusable booklets, the cost implications of machine-scoring, the delay which may occur with machine-scored answer sheets (although most claim 24-hour service), and the reading level of the inventory. The profiles of the selected twenty-three inventories should provide information about most of these features and further examination of the inventories themselves should complete the investigation for a suitable career interest inventory.

Publishers Directory

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Charles Burke
Box 494
Westport, Connecticut 06881

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Cardall Associates
122 Edgehill Road
Bella Cynwyd, Pennsylvania 19004

Center for Psychological Service
Suite 419, Columbia Medical Building
1835 Eye Street, N.W.
Washington, D.C. 20006

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

John O. Crites
9318 Cherry Hill Road
Apartment 3
College Park, Maryland 20740

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

Educational Guidance, Inc.
P.O. Box 511
Main Station
Dearborn, Michigan 48021

Educational Research Council of America
Rockefeller Building
614 Superior
Cleveland, Ohio 44113

Educational Testing Service
1947 Center Street
Berkeley, California 94704

Executive Analysis Corporation
Suite 604
50 East 42nd Street
New York, New York 10017

Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, Delaware 19806

Guidance Testing Associates
6516 Shirley Avenue
Austin, Texas 78752

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525

Richard Hunt
Director, Human Development Services
Southern Methodist University
Dallas, Texas 75275

Interpretive Scoring Systems
A Division of National Computer Systems, Inc.
P.O. Box 1416
Minneapolis, Minnesota 55401

Interstate Printers and Publishers, Inc.
19-27 North Jackson Street
Danville, Illinois 61834

Janice E. Kuldau
1 White Birch Trail
Superior, Wisconsin 54880

Learning Concepts, Inc.
2501 North Lamar
Austin, Texas 78705

Elchanan I. Meir
Department of Psychology
Tel-Aviv University
Tel-Aviv, Israel

Monitor
P.O. Box 2337
Hollywood, California 90028

Thomas Nelson & Sons
81 Curlew Drive
Don Mills 400
Ontario, Canada

Joseph J. Parnicky
Nisonger Center
The Ohio State University
1580 Cannon Drive
Columbus, Ohio 43210

Personnel Research, Inc.
1435 South LaCienega Boulevard
Los Angeles, California 90035

The Psychological Corporation
757 Third Avenue
New York, New York 10017

Psychological Service Center of Philadelphia
Suite 1, Medical Building
1500 Vine Street
Philadelphia, Pennsylvania 19102

Psychologists and Educators, Inc.
Suite 212
211 West State Street
Jacksonville, Illinois 62650

Psychometric Affiliates
Box 3167
Munster, Indiana 46321

Royce R. Ronning
Department of Psychology
University of Nebraska
Lincoln, Nebraska 68508

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Sheridan Psychological Services, Inc.
P.O. Box 6101
Orange, California 92667

Stanford University Press
Stanford, California 94305

Donald E. Super
Department of Counseling and Personnel Psychology
Teachers College
Columbia University
New York, New York 10027

Teachers College Press
Columbia University
New York, New York 10027

University Bookstore
Purdue University
360 State Street
West Lafayette, Indiana 47906

Robert W. Westbrook
Department of Psychology
703 Poe Hall
North Carolina State University
Raleigh, North Carolina 27607

Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

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*Indicates the twenty-three inventories reviewed in the text.

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*These inventories have been categorized as primary, elementary, middle or secondary. A test appearing in a category may be relevant to only one grade level within that category. Consult the specific test listing for exact information on intended population.

APPENDIXES

APPENDIX A

GLOSSARY OF TERMS

concurrent validity - is evaluated by showing how well test scores correspond to measures of concurrent criterion performance.

construct validity - is evaluated by investigating what psychological qualities a test measures by demonstrating that certain explanatory constructs account to some degree for performance on the test.

consumable - the test booklet is the answer sheet; the answers are marked in the test booklet.

content validity - is evaluated by how well the subject matter (content) of the test samples the class of situations or subject matter about which conclusions are to be drawn.

cross-reference resources - sources that are recommended by test authors as helpful in interpreting and implementing data; specific references to certain parts of a book may be given in accordance with test results.

differential scale - a student must choose the degree of like/dislike of a certain activity (i.e. Read each statement carefully; darken the oval on the answer sheet that best describes how much you would like or dislike the activity.) There are five possible answers to each statement. Following is an example of a "5 point differential scale":

1. I would like this activity very much. "L"
2. I would like this activity. "l"
3. I am neutral. I would neither like nor dislike this activity. "n"
4. I would dislike this activity. "d"
5. I would dislike this activity very much "D"

equivalence/alternative form reliability - a correlation between scores from two forms given at essentially the same time.

forced-choice - when a respondent must choose between two seemingly socially acceptable alternatives; there is no right or wrong answer.

form - the number of versions of one inventory; tests the same information using a different format.

free choice - an answer selection process in which the test taker is allowed to choose as many or as few responses as he/she would like (i.e. Underline only those activities that you would like to perform as part of regular, full-time employment).

hand-scored - test may be scored by staff member (teacher, counselor, or administrator).

homogeneity -the internal consistency of scales and ratings within a test on a single trial of the test.

interest areas - areas which are assessed by measurement scales in a particular test.

internal consistency reliability - a measure based on internal analysis of data obtained on a single trial of a test; also known as *homogeneity*.

machine-scored - inventory must be returned to the publisher for scoring service (in some cases machine-scoring is available but not recommended).

multiple choice -respondent must choose one correct answer from a group of alternatives.

norms - refer to defined and clearly described populations; these populations should be the group to whom users of the test will ordinarily wish to compare the persons tested.

predictive validity - is evaluated by how well predictions made from the test are confirmed by evidence gathered at some later time.

rationale - developer's purpose and goals in creating this inventory.
reliability -the consistency of scores on a test taken by the same person (see *internal consistency reliability, stability reliability, equivalence/ alternative form reliability).*
reusable - the test booklets have separate answer sheets; the booklets are reusable.
self-scored - student may score his/her own test.
stability reliability - the degree of stability of scores which may be expected if a test is repeated after an intervening period of time.
split-half reliability - a measure of internal consistency reliability.
staff - may be a teacher, administrator or counselor; in most cases a counselor is preferred (especially in upper grades 9-12).
type of items - the response type to the questions: multiple choice, forced-choice, free choice, or differential scales.
validity - the degree to which the test is capable of achieving certain aims (see *predictive validity, concurrent validity, construct validity,* and *content validity).*

APPENDIX B

Vocational Interest Measures

Burke Inventory of Vocational Development by Charles Burke; c1958; Grades 9-16 and Adults; Charles Burke, Box 494, Westport, Connecticut 06881.

An unscored checklist of occupational titles intended for use prior to a vocational counseling interview.

California Occupational Preference Survey: Spanish Edition by Robert R. Knapp, Bruce Grant, George Demos; Adapted by Blanca M. de Alvarez, Buido A. Barrientos; c1966-71; Grades 9-16 and Adults; Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107.

Designed to assist individuals in defining broad areas of occupational interest. Fourteen occupational cluster scores are obtained: Science: Professional, Science: Skilled, Technical: Professional, Technical: Skilled, Outdoor, Business: Professional, Business: Skilled, Clerical, Linguistics: Professional, Linguistic: Skilled, Aesthetic: Professional, Aesthetic: Skilled, Service: Professional, Service: Skilled.

Career Finder by Keith Van Allyn; c1960; Grades 9-16; Personnel Research, Inc., 1435 S. La Cienega Boulevard, Los Angeles, California 90035.

Designed to reveal one's capabilities, limitations, and potentialities, identifying specifically the occupations which would require particular combinations or patterns of interests and aptitudes. Elements include arts, biology, computation, literary, physical, social, and technology.

Career Guidance Inventory in Trades, Services and Technologies* by James E. Oliver; c1972; Grades 9-16 and Adults; Educational Guidance, Inc., P.O. Box 511, Main Station, Dearborn, Michigan 48021.

Provides an indication of relative interest in 25 trade, service, and technical occupations for those individuals who wish to continue their training in a junior college, trade school, or apprentice program.

Career Planning Program, Grades 8-11,* c1974; Grades 8-11; Houghton Mifflin Company, Pennington-Hopewell Road, Hopewell, New Jersey 08525.

Designed to assess student experiences, interests and abilities, and to aid the student in identifying and exploring career options. The program may also be adapted for use as a mini-course in career guidance.

Comprehensive Career Assessment Scale: Grades 3-7* by Stephen L. Jackson, Peggy M. Goulding; c1974; Grades 3-7; Learning Concepts, Inc., 2501 North Lamar, Austin, Texas 78705.

Measures student's interest in and familiarity with 75 occupations within the 15 career clusters identified by the U.S. Office of Education.

Comprehensive Career Assessment Scale: Grades 8-12* by Stephan L. Jackson and Peggy M. Goulding; c1974; Grades 8-12; Learning Concepts, Inc., 2501 North Lamar, Austin, Texas 78705.

Measures the student's interest in and familiarity with 75 occupations within the 15 career clusters identified by the U.S. Office of Education.

Comprehensive Career Assessment Scale: Teacher's Version* by Stephan L. Jackson, Peggy M. Goulding; c1974; Adults; Learning Concepts, Inc., 2501 North Lamar, Austin, Texas 78705.

Assesses teachers' interest in and familiarity with various careers and concepts related to career education.

Curtis Interest Scale by James W. Curtis; c1959-64; Grades 8-12 and Adults; Psychometric Affiliates, Box 3167, Munster, Indiana 46321.

Provides insight into the vocational interest pattern of individuals. Occupational fields involved: applied arts, business, computation, direct sales, entertainment, farming, interpersonal, mechanics, production, and science.

DAT Career Planning Program by Donald E. Super; c1973; Grades 8-12; The Psychological Corporation, 757 Third Avenue, New York, New York 10017.

Intended to interpret the educational and vocational implications of a student's DAT scores. Program consists of the DAT (Form L, S, or T), the Career Planning Questionnaire, and the Career Planning Report.

DF Opinion Survey by J. P. Guilford, Paul R. Christensen, Nicholas A. Bond Jr.; c1954-56; Grades 9-16 and Adults; Sheridan Psychological Services, Inc., P.O. Box 6101, Orange, California 92667.

Measures ten motivational factors which are relevant to both personality adjustment and vocational interests. Factors assessed are: Need for attention; Liking for thinking; Adventure vs. Security; Self-reliance vs. dependence; Aesthetic appreciation; Cultural Conformity; Need for freedom; Realistic thinking; Need for Precision; Need for Diversion.

Evaluation Test for Occupational Education and Technology* by Ronald Todd; c1969; Grades 8-10; Educational Research Council of America, Rockefeller Building, 614 Superior, Cleveland, Ohio 44113.

Designed to evaluate progress in occupational education and enterprise classes. The first section of the test consists of a series of pictures and questions that measure student knowledge and attitudes. The second section taps creative development, knowledge of the enterprise system, and checks the student's interests and personal achievement.

Geist Picture Interest Inventory by Harold Geist; c 1964; Grades 8-12 and Adults; Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025.

Assesses 11 male and 12 female general interest areas: persuasive, clerical, mechanical, musical, scientific, outdoor, literary, computational, artistic, social service, dramatic, personal service.

Guilford-Shneidman-Zimmerman Interest Survey by J. P. Guilford, Edwin S. Shneidman, Wayne S. Zimmerman; c1948-49; Grades 9-16 and Adults; Sheridan Psychological Services, Inc., P.O. Box 6101, Orange, California 92667.

Includes interests common to a range of occupational levels. In distinguishing vocational from avocational interests, the survey is useful for guidance with respect to occupation, academic choices, and appropriate leisure activities. Subscores are: Artistic: Appreciative, Expressive; Linguistic: Appreciative, Expressive; Scientific: Investigatory, Theoretical; Mechanical: Manipulative, Designing; Outdoor: Natural, Athletic; Business-political: Mercantile, Leadership; Social Activity: Persuasive, Gregarious; Personal assistance: Personal service, Social Welfare; Office work: Clerical, Numerical.

Guilford-Zimmerman Interest Inventory by Joan S. Guilford, Wayne S. Zimmerman; c1962-63; Grades 9-16 and Adults; Sheridan Psychological Services, Inc., P.O. Box 6101, Orange, California 92667.

Provides 10 homogeneous scales which cover broad areas of interest. Includes an independent scale of creative interest and provides for expression of intensity of interest. Factors assessed are: Mechanical, Natural, Aesthetic, Service, Clerical, Mercantile, Leadership, Literary, Scientific, Creative.

How Well Do You Know Your Interests by Thomas N. Jenkins; c1957-74; Grades 9-16 and Adults; Psychologists and Educators, Inc., Suite 212, 211 West State Street, Jacksonville, Illinois, 62650.

Designed to provide an indication of an individual's attitudes toward primary work activities.

How Well Do You Know Your Interests? by Thomas N. Jenkins; c1957-62; Grades 9-16 and Adults; Executive Analysis Corporation, Suite 604, 50 East 42nd Street, New York, New York 10017.

Provides data relevant to a large number of different jobs at a variety of occupational levels. Ten vocational interest domains include: business (clerical-numerical, selling, managerial), mechanical, outdoor, service, research (applied chemistry, basic problems), visual art, amusement, literary, music, and general work attitudes.

Inter-American Series: Inventory of Vocational Interests, Preliminary Edition; c1970; Adolescents and Adults; Guidance Testing Associates, 6516 Shirley Avenue, Austin, Texas 78752.

A general vocational interest inventory available in parallel English and Spanish forms. Occupational categories included are: Craftsman; Machine Operator; Production or Care of Plants, Animals, and Raw Materials; Service or Security; Transportation; Buying or Selling; Professional Performer in Recreational Activities; Professional Service in Communication, Public Relations, Library, or Museum; Artist; Social Service, Public Welfare, or Religion; Owner, Manager, or Public Official; Health Service; Engineering, Architecture, and Related Specialties.

Interest Assessment Scales-FormIIII by Royce R. Ronning, Walter B. Stellwagen, Lawrence H. Stewart; c1963; Grades 10-16 and Adults; Royce R. Ronning, Department of Psychology, University of Nebraska, Lincoln, Nebraska 68508.

Subtests are: Adventure, Order, Influencing Others, Nurturance, Concrete Means, Written Expression, Abstract Ideas, and Aesthetic.

Interest-Preference Test for Prospective Nurses by Thelma Hunt; c1944; Grades 9-12 and Adults; The Center for Psychological Service, Suite 419, Columbia Medical Building, 1835 Eye Street N.W., Washington, D.C. 20006.

Measures the extent to which a person's likes and dislikes agree with those of nursing groups.

Inventario de Intereses Ilustrado by Harold Geist; c1958-71; Grades 8-16 and Adults; Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025.

Subscores are: Persuasive, Clerical, Mechanical, Musical, Scientific, Outdoor, Literary, Computational, Artistic, Social Service, and Dramatic.

Inventory of Vocational Interests by A. Kobal, J.W. Wrightstone, K.R. Kunze, Major A.J. MacElroy; c1943-57; Grades 7 and Over; Psychometric Affiliates, Box 3167, Munster, Indiana 46321.

Designed to provide evidence of interests which have vocational significance. Areas include: mechanical, academic, artistic, business and economics, and farm agriculture.

Personal Data Blank* by S. Gustav White; c1934-52; Ages 15 and Over; Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306.

Designed to elicit information which might be helpful in vocational counseling. Areas covered include: personal history, problems, interests and traits, education, occupation and autobiography.

Pictorial Study of Values by Charles N. Shooster; c1957; Ages 9-16 and Adults; Psychometric Affiliates, Box 3167, Munster, Indiana 46321.

Designed to represent value-related scenes, offering the opportunity to evaluate possible systematic perceptual response variance. Value types include: aesthetic, economic, political religious, social, and theoretical.

Planning My Future by Wendell P. Hill; c1958; Grades 7-9; Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

A workbook designed to assist a student in identifying his interests and in planning his education so that he can find employment related to these interests.

Primary Business Interest Test by Alfred J. Cardall, Jr.; c1941; Grades 9-16; Cardall Associates, 122 Edgehill Road, Bella Cynwyd, Pennsylvania 19004.

Designed to measure an individual's preferences for the specific job activities which characterize beginning business jobs. Five patterns include: accounting, collections and adjustments, sales-office, sales-store, and stenographic-filing.

Ramak Interest Inventory by Elchanan I. Meir; Not Dated (copyrighted); Grades 7-12 and Adults; Elchanan I. Meir; Department of Psychology, Tel-Aviv University, Tel-Aviv, Israel.

An interest inventory based on Roe's classification of occupations: Service, Business, Organization, Technology, Outdoor, Science, General Cultural, and Arts and Entertainment. Inventory is in Hebrew.

A Scale for Measuring Attitudes Toward Any Vocation by H.H. Remmers, Harold E. Miller; c1934-60; Grades 7-16; University Book Store, Purdue University, 360 State Street, West Lafayette, Indiana 47906.

Measures attitude toward specified vocations.

Specific Interest Inventory: Forms B and M by Paul P. Brainard and Frances G. Stewart; c1932; Ages 10-Adults; The Psychological Corporation, 757 Third Avenue, New York, New York 10017.

Subscores are: Physical, Mechanical, Outdoor, Vocal Expression, Drawing, Leadership, Social, Order, Literacy, Mathematics, Esthetic, Scientific, Fine Manual, Commercial, Skilled Manual, Music, Study, Experiment, Observation, and Creative Imagination.

Strong Vocational Interest Blank for Men: 1966 Revision-Form T399 and T399R by Edward K. Strong, Jr., David P. Campbell, Ralph F. Berdie; c1938-71; Ages 16 and Over; Standord University Press, Standord, California 94305. Available from Consulting Psychologists Press, Inc.

Subscales are: Basic Interests Scales: Adventure, Agriculture, Art, Business Management, Law/Politics, Mathematics, Mechanical, Medical Service, Merchandising, Military Activities, Music, Nature, Office Practices, Public Speaking, Recreational Leadership, Religious Activities, Sales, Science, Social Service, Teaching, Technical Supervision, and Writing. Occupational Scales: Dentist, Osteopath, Veterinarian, Physician, Psychiatrist, Psychologist, Biologist, Architect, Mathematician, Physicist, Chemist, Engineer, Production Manager, Army Officer, Air Force Officer, Carpenter, Forest Service Man, Farmer, Math-Science Teacher, Printer, Policeman, Personnel Director, Public Administrator, Rehabilitation Counselor, YMCA Secretary, Social Worker, Social Science Teacher, School Superintendent, Minister, Librarian, Artist, Musician Performer, Music Teacher, CPA (Certified Public Accountant) Owner, Senior CPA, Accountant, Office Worker, Purchasing Agent, Banker, Pharmacist, Mortician, Sales Manager, Real Estate Salesman, Life Insurance Salesman, Advertising Man, Lawyer, Author-Journalist, President-Manufacturing, Credit Manager, Chamber of Commerce Executive, Physical Therapist, Computer Programmer, Business Education Teacher, and Community Recreation Administrator. Nonoccupational Scales: Academic Achievement, Age Related Interests, Diversity of Interests, Masculinity-Femininity II, Managerial Orientation, Occupational Introversion-Extroversion, Occupational Level, and Specialization Level. Administrative Indices: Total Responses, Unpopular Responses, Form Check, Like Percentage, Indifferent Percentage, and Dislike Percentage.

Strong Vocational Interest Blank for Women: 1969 Revision - Form TW398 and TW398R by Edward K. Strong, Jr., David P. Campbell; c1933-71; Ages 16 and Over; Stanford University Press, Stanford, California 94305. Available from Consulting Psychologists Press, Inc.

Subscales are: Basic Interest Scales: Art, Biological Science, Homemaking, Law/Politics, Mechanical, Medical Service, Merchandising, Music, Numbers, Office Practices, Outdoors, Performing Arts, Physical Science, Public Speaking, Religious Activities, Social Service, Sports, Teaching, and Writing. Occupational Scales: Music Teacher, Entertainer, Musician Performer, Model, Art Teacher, Artist, Interior Decorator, Newswoman, English Teacher, Language Teacher, YWCA Staff Member, Recreation Leader, Director-Christian Education, Nun-Teacher, Guidance Counselor, Social Science Teacher, Social Worker, Speech Pathologist, Psychologist, Librarian, Translator, Physician, Dentist, Medical Technologist, Chemist, Mathematician, Computer Programmer, Math-Science Teacher, Engineer, Army-Enlisted, Navy-Enlisted, Army Officer, Navy Officer, Lawyer, Accountant, Bankwoman, Life Insurance Underwriter, Buyer, Business Education Teacher, Home Economics Teacher, Dietician, Physical Education Teacher, Occupational Therapist, Physical Therapist, Public Health Nurse, Registered Nurse, Licensed Practical Nurse, Radiologic Technologist, Dental Assistant, Executive Housekeeper, Elementary Teacher, Secretary, Saleswoman, Telephone Operator, Instrument Assembler, Sewing Machine Operator, Beautician, and Airline Stewardess. Nonoccupational Scales: Academic Achievement, Diversity of Interests,

Femininity-Masculinity II, Occupational and Introversion-Extroversion. Administrative Indices: Total Responses, Unpopular Responses, Form Check, Like Percentage, Indifferent Percentage, and Dislike Percentage.

Thurstone Interest Schedule by L.L. Thurstone; c1947; Grades 9-16 and Adults; The Psychological Corporation, 757 Third Avenue, New York, New York 10017.

Yields a profile of preferences for occupations in ten fields: Physical Science, Biological Science, Computational, Business, Executive, Persuasive, Linguistic, Humanitarian, Artistic, and Musical.

Vocational Agriculture Interest Inventory by Robert W. Walker, Glenn Z. Stevens, Norman K. Hoover; c1965; Grades 8-9; The Interstate Printer's and Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61834.

Designed to be used by guidance counselors and teachers of agriculture in high schools to assist eighth grade students in deciding whether to elect vocational agriculture.

Vocational Development Inventory: Research Edition* by John O. Crites; c1966; Ages 11 1/2 - 17 1/2; John O. Crites, 9318 Cherry Hill Road, Apartment 3, College Park, Maryland 20740.

Measures maturity of vocational attitudes in adolescence. Consists of an attitude scale and a competence test yielding 5 scores: self-appraisal, occupational information, goal selection, planning, and problem solving.

Vocational Interest and Sophistication Assessment* by Joseph J. Parnicky, Harris Kahn, Arthur D. Burdett; c1968; Adolescents and Adults; Joseph J. Parnicky, Nisonger Center, The Ohio State University, 1580 Cannon Drive, Columbus, Ohio 43210.

A reading-free picture test and sophistication inquiry designed to determine the interest pattern and knowledge that mildly retarded persons have for selected job categories.

Vocational Planning Inventory; c1966-68; Grades 8-13; Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Developed to meet the need for effective guidance services for vocationally oriented high school students and others seeking to continue their training in vocational areas. Yields individual predictions of success in the major vocational curriculum areas by measuring general ability, specific aptitudes, achievement, and values.

Vocational Plans; c1966; Grades 10-12; American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014.

A form for vocational plans.

Wide Range Interest and Opinion Test* by Joseph F. Jastak, Sarah R. Jastak; c1972; Grades K-16 and Adults; Guidance Associates of Delaware, Inc., 1526 Gilpin Avenue, Wilmington, Delaware 19806.

A picture interest test designed to identify a person's vocational and educational interest patterns. Yields scores in the following areas: Services: Personal, Social, Protective; Esthetics: Artistic, Dramatic, Literary, Musical; Sciences: Physical, Biological, Social, Numerical; Mechanics: Operative, Structural; Outdoor: Farming, Recreational; Promotional: Selling, Clerical, Managing; Attitude: Risk Taking, Sedentary, Aspiring, Self-Perceiving.

Your Educational Plans: High School Edition by Samuel A. Stouffer, Paul D. Shea; c1956-60; Grades 10-12; Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Designed to provide a concise inventory of facts and attitudes as reported by a high school student.

*Those tests marked with an asterisk are also measures of career awareness and development, but are not listed in Appendix C.

APPENDIX C

Measures of Career Awareness and Development

Assessment of Career Development; c1972-74; Grades 8-11; Houghton Mifflin Company, Pennington-Hopewell Road, Hopewell, New Jersey 08525.

> Designed to facilitate the development and assessment of career development programs. The test covers occupational awareness, self-awareness, and career planning and decision making.

Career Development Inventory: Form I by Donald E. Super, David J. Forrest, Martin J. Bohn, Jr., Jean Pierre Jordaan, Richard H. Lindeman, and Albert S. Thompson; c1971-72; Grades 9-12; Donald E. Super, Department of Counseling and Personnel Psychology, Teachers College, Columbia University, New York, New York 10027.

> A measure of vocational maturity which assesses three of the desired outcomes of career development and vocational guidance programs: the development of a planning orientation toward a career, familiarity with and use of the resources which can be useful in vocational exploration, and knowledge of occupations and career decision-making principles.

Career Maturity Inventory by John O. Crites; c1973; Grades 6-12; CTB/McGraw-Hill, Manchester Road, Manchester, Missouri 63011.

> Designed to measure the maturity of attitudes and competencies critical to realistic career decision making. Consists of two types of measures: The Attitude Scale and the Competence Test. The former surveys attitudes toward dimensions related to career maturity: involvement in the career choice process, orientation toward work, independence in decision-making, preference for career choice factors, and conceptions of the career choice process. The latter covers: self-appraisal, occupational information, goal selection, planning, and problem solving.

Cognitive Vocational Maturity Test by Robert W. Wes brook; 1970; Grades 6-9; Robert W. Westbrook, Department of Psychology, 703 oe Hall, North Carolina State University, Raleigh, North Carolina 27607.

> Designed to measure knowledge and abilities within six areas of the cognitive domain of vocational maturity: Fields of Work, Job Selection, Work Conditions, Education Required, Attributes Required, and Duties. *Included in: Westbrook, Robert W. and Parry-Hill, Joseph W. The Construction and Validation of a Measure of Vocational Maturity. Raleigh, North Carolina: Center for Occupational Education, North Carolina State University, 1973. Technical Paper No. 16.

Knowledge of Occupations Test by Leroy G. Baruth; c1974; Grades 9-12; Psychologists and Educators, Inc., Suite 212, 211 West State Street, Jacksonville, Illinois 62650.

Designed to assess students' knowledge of occupations including job descriptions, training, certification and licensing, trends, tools, terminology, earning, and the ability to interpret occupational material.

Kuldau Occupational Development Inventory by Von D. Kuldau, Janice E. Kuldau; c1970; Grades 4-6; Janice E. Kuldau, 1 White Birch Trail, Superior, Wisconsin 54880.

Designed to assess children's attitudes toward work and the worker's role in employment. Six attitudinal factors are considered: money, status and prestige, working conditions, leadership, independence on the job, and self expression.

NM Attitude Toward Work Test by Charles C. Healy, Stephen P. Klein; c1973; Grades 9-12; Monitor, P.O. Box 2337, Hollywood, California 90028.

Designed to assess degree to which the student appreciates the personal and social significance of work.

NM Career Development Test by Charles C. Healy, Stephen P. Klein; c1973; Grades 9-12; Monitor, P.O. Box 2337, Hollywood, California 90028.

Designed to assess whether a student knows and appreciates what is required to hold a job and to be advanced in an occupation.

NM Career Oriented Activities Checklist by Charles C. Healy, Stephen P. Klein; c1973; Grades 9-12; Monitor, P.O. Box 2337, Hollywood, California 90028.

Designed to assess whether the student has taken important steps in order to help make an occupational decision.

NM Career Planning Test by Charles C. Healy, Stephen P. Klein; c1973; Grades 9-12; Monitor, P.O. Box 2337, Hollywood, California 90028

Designed to assess the student's ability to make appropriate decisions about preparing for and selecting an occupation.

NM Job Application Procedures Test by Charles C. Healy, Stephen P. Klein; c1973; Grades 9-12; Monitor, P.O. Box 2337, Hollywood, California 90028.

Designed to assess whether the student knows how to apply for a job.

NM Knowledge of Occupations Test by Charles C. Healy, Stephen P. Klein; c1973; Grades 9-12; Monitor, P.O. Box 2337, Hollywood, California 90028.

Designed to assess whether the student understands the characteristics and requirements of various occupations.

Readiness for Vocational Planning Scales by Warren D. Gribbons, Paul R. Lohnes; c1968; Grades 8-10; Teachers College Press, Teachers College, Columbia University, New York, New York 10027.

A technique for scaling eight traits in the vocational maturity syndrome. The traits are: Factors in Curriculum Choice, Factors in Occupational Choice, Verbalized Strengths and Weaknesses, Accuracy of Self-Appraisal, Evidence for Self-Rating, Interests, Values, and Independence of Choice.
*Included in: Gribbons, Warren D. and Lohnes, Paul R. Emerging Careers, New York: Teachers College Press, 1968.

World of Work Inventory by Robert E. Ripley; c1973-75; Grades 9-16 and Adults; Interpretrive Scoring Systems, A Division of National Computer Systems, Inc., P.O. Box 1416, Minneapolis, Minnesota 55401.

Designed to measure career/occupational interest, vocational training potential, and personal temperament factors relating to job satisfaction.

APPENDIX D

An Annotated Bibliography of References to Tests and Assessment Devices Appropriate for Use with Young Children

The references which are annotated in this bibliography are sources of information on available measurement instruments. Some of the references cover commercially available tests, others include information on research measures, and a few list both research and commercial tests.

Beatty, Walcott H. Improving Educational Assessment and an Inventory of Measures of Affective Behavior. Washington, D.C.: Association for Supervision and Curriculum Development, National Educational Association, 1969.

The second section of the book, "Inventory of Measures of Affective Behavior" is an annotated list of measures in the following areas: attitudes, creativity, interaction, motivation, personality, readiness, self concept, and miscellaneous.

Berger, Barbara. An Annotated Bibliography of Measurements for Young Children. New York: Center for Urban Education, 1969.

A selective listing of assessment instruments appropriate for preschool and kindergarten children. Included are research and commercially available measures of cognitive status, cognitive abilities, perceptual skills, reading readiness, characteristics of cognitive style, and personal-social development.

Buros, Oscar K., Editor. Personality Tests and Reviews. Highland Park, New Jersey: The Gryphon Press, 1970

This book is a special supplement to the continuing series of Mental Measurement Yearbooks. It is devoted to personality tests, and contains all relevant information previously published in the first six Yearbooks as well as recent material appearing after the publication of the Sixth Mental Measurement Yearbook in 1965. It includes: a list of personality tests, each in-print test together with a bibliography of all published references to it, up to November, 1968; reprints of reviews of personality tests that have appeared in the Yearbooks; a directory of publishers of personality tests; and a cumulative index of titles listed in the Yearbooks and this volume.

Buros, Oscar K., Editor. The Seventh Mental Measurements Yearbook. Highland Park, New Jersey: The Gryphon Press, 1972.

The Yearbooks, published periodically since 1932, are a comprehensive source of factual and evaluative information about tests which generally are available for open sale. The Seventh Yearbook is the most recent in the series. The two volumes contain information

on 1,157 tests. In addition to descriptive information and test reviews, there are bibliographic references to studies and articles pertaining to specific instruments, reviews of publications related to measurement and evaluation, and a current directory to 243 test publishers. Not included in the Yearbooks are tests not generally available, research instruments, or measures which have not been published as separates (that is, tests included in the appendix of a book, research report, or in a journal article).

Buros, Oscar K., Editor. Tests in Print II (TIP II): An Index to Tests, Test Reviews, and the Literature on Specific Tests. Highland Park, New Jersey: Gryphon Press, 1974.

This reference book presents 2,467 test entries, 16,594 references on specific tests, a cumulative name index for each test covering all references in TIP II and the seven Mental Measurements Yearbooks, a directory of 493 test publishers with all tests of each publisher listed, a title index covering all tests in print and all out-of-print tests once listed in an MMY, a name index to authors of over 70,000 documents (tests, reviews, excerpts, and references) in the seven MMYs and TIP II, and a scanning index for quickly locating tests designed for a particular population.

Chicago Board of Education. Instruments That Measure Self-Concept. Chicago, Illinois.

A list of 54 instruments which measure self-concept. Most of the instruments included in the bibliography are appropriate for use at the elementary level.

Hoepfner, Ralph, Editor. CSE Elementary School Test Evaluations. Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1970.

A compendium of tests, keyed to educational objectives of elementary school education, and evaluated by measurement experts and educators. Evaluations are assigned for meaningfulness, examiner appropriateness, administrative usability, and quality of standardization. Commercial assessment, diagnostic, and prognostic measures appropriate for use in grades one through six are included.

Hoepfner, Ralph, Stern, Carolyn, and Nummedal, Susan G., Editors. CSE-ECRC Pre-School/Kindergarten Test Evaluations. Los Angeles, California: UCLA Graduate School of Education, School Evaluation Project, Center for the Study of Evaluation, and Early Childhood Research Center, 1971.

A compendium of published assessment, diagnostic and prognostic instruments, keyed to educational objectives for preschool and kindergarten education. Each measure is evaluated in terms of its meaningfulness, examinee appropriateness, administrative usability, and quality of standardization.

Knapp, Joan. An Omnibus of Measures Related to School-Based Attitudes. Princeton, New Jersey: Center for Statewide Educational Assessment, Educational Testing Service, 1972 (ED 074 071).

Provides summaries of 16 paper and pencil self-report inventories which measure school-based attitudes. Some of the instruments are appropriate for children 4-8 years of age while others are for students in grades 12-14.

Knapp, Joan A. A Selection of Self-Concept Measures. Princeton, New Jersey: Center for Statewide Educational Assessment, 1973.

The instruments described in this report were selected on the basis of their appropriateness for a normal population of school age children, and their representativeness of a variety of measurement techniques, including self-report, projective, behavior trace, and direct observation.

Straus, Murray A. Family Measurement Techniques: Abstracts of Published Instruments, 1935-1964. Minneapolis, Minnesota: University of Minnesota Press, 1969.

A detailed description of 319 measurement techniques developed to quantify the properties of the family or the behavior of individuals in family roles. Criteria for inclusion were: the instrument must provide a classification or numerical score; the behavior measured must refer to the subject's action or disposition to act in a family role; and the instrument must be described in a published source so that it is generally available. Whenever a scale is not contained in a published source, Doctor Straus made arrangements with the author to have a copy deposited with the National Auxiliary Publications Service so that microfiche or hard copy can be obtained easily.